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ABSTRACT

Ten literacy pilot programs developed by the Adult Basic Education Society (ABES) of Pakistan in Gujranwala, Pakistan, between 1963 and 1973 were analyzed and evaluated to evolve a series of adult literacy program development guidelines. The programs were evaluated on the basis of an eleven-category evaluation system developed by Cyril Houle in his study "The Design of Education." After evaluation with respect to materials, teaching method, student participation, teacher participation, location planning, support, supervision, and follow-up, three other approaches to adult literacy program design were similarly evaluated: (1) Laubach's religiously oriented approach, (2) Paulo Freire's psycho-socially oriented approach, and (3) that approach revolving around aspects of functional literacy which is espoused by the United Nations. After a comparison of the effectiveness of these approaches to that of the ABES programs, fifty-seven guidelines were developed for program planning; creating and using materials; facilitating student and teacher program participation; selecting a program location; and program support, supervision, and follow-up. (A discussion of ABES aims and purposes, ABES objectives, and an outline of the ten pilot projects are appended.) (MN)

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Village Literacy Programming in Pakistan:

A Comparative ABE Study with Guidelines

by Florence E. Hesser

CE 027 064

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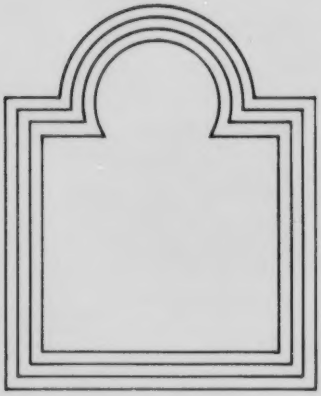

MONOGRAPHS ON COMPARATIVE AND AREA STUDIES IN ADULT EDUCATION

Jindra Kulich, General Editor

CENTRE FOR CONTINUING EDUCATION
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FOREWORD

Interest in the comparative study of adult education has been growing in many parts of the world since the first conference on comparative adult education held at Exeter, U.S.A. in 1966. This interest was given further impetus by meetings held at Pugwash, Canada in 1970, Nordborg, Denmark in 1972, and Nairobi, Kenya in 1975.

A number of international organizations, among these Unesco, the International Bureau of Education, the International Congress of University Adult Education, the European Bureau of Adult Education, O.E.C.D., the European Centre for Leisure and Education, the Council of Europe, and the International Council for Adult Education have contributed their share.

A growing number of universities in all five continents established courses in comparative adult education. Many other universities encourage students to deal with comparative study or with the study of adult education abroad in major papers and theses. The literature in this area has increased considerably since the early 1960's both in support and as a result of this university activity. A number of valuable bibliographies were published, cataloguing the growing wealth of materials available in a number of languages.

Most of the literature available on adult education in various countries can still be found primarily in articles scattered throughout adult education and social science journals,

while most of the truly comparative studies remain unpublished master's theses or doctoral dissertations. There is no publisher enticing researchers to submit manuscripts of monographs dealing with comparative adult education and case studies of adult education in various countries, even though the need for such a publishing venture was stressed at a number of international meetings.

It is with the intent to provide such service to the discipline and the field of adult education that the Centre for Continuing Education at The University of British Columbia, in cooperation with the International Council for Adult Education, decided to publish a series of Monographs on Comparative and Area Studies in Adult Education. We are pleased to present Village Literacy Programming in Pakistan: A Comparative ABE Study with Guidelines as a fourth volume in the series.

Jindra Kulich
General Editor

CONTENTS

	Page
FOREWORD	i
PREFACE	v
ACKNOWLEDGMENTS	vii
LIST OF TABLES	ix
INTRODUCTION	1
BEGINNING A LITERACY PROGRAM IN PAKISTAN: THE SETTING	4
AN ANALYSIS OF THE ADULT BASIC EDUCATION SOCIETY OF PAKISTAN	18
THE THREE PRIMARY APPROACHES TO INTERNATIONAL LITERACY	69
LEARNING FROM PROGRAM RESULTS: EVOLVING GUIDELINES USING PROGRAM ELEMENTS	99
NOTES	139
BIBLIOGRAPHY	143
APPENDIX	149

PREFACE

This book attempts to render a clearer understanding of considerations involved in the complex and costly task of "literacy campaigning." Perhaps the most important feature of this monograph is its development of a process which can be used as a basis for literacy program planning. The process is a flexible and simple exercise in program planning which is essential wherever literacy programming occurs. Labeling this process throughout Chapter 2 has been done to give directional thought to the initial program plan, review, and evaluation.

A village program in Pakistan has been selected for in-depth analysis and description. The application of Cyril Houle's design of education and a step-by-step outline of the program process isolates both the erroneous and successful elements of one village program plan.

The monograph is redundant in that Houle's educational design is used repeatedly. The practical application of this

design for adult educational programs to three internationally renowned approaches to literacy demonstrates its usefulness in delineating differences, demands, and the practicality of each.

The result of this study is guiding questions and discussion which should provoke criticism and further research in teaching the illiterate of the world to read.

Florence Life Hesser
Washington, D.C.
May 1978.

ACKNOWLEDGMENTS

The completion of this study has been possible only as a result of the efforts, contributions, and support of many people. Though I have expressed personally my appreciation to many who have been involved in this study, I wish to take this additional opportunity to convey my deep gratitude.

Initial thanks go to members of the Adult Basic Education Society in Gujranwala and Lahore, Pakistan, and especially to the Society's mentors, Mr. Vincent David and Mr. Edwin Carlson. It was they who extended the opportunity and gave wholehearted cooperation so that I was able to have the unusual experience of viewing and recording the activities of this unique center for adult literacy in a developing country. To the numerous others living and working in Pakistan who permitted interviews, provided lodging, and gave so generously of their time and ideas while the research was being conducted, I am most grateful.

I am indebted also to all those on the faculty at Ball State University who gave support and guidance. Special appreciation is due Dr. J. David Cooper, who gave unstintingly of his time, and Dr. John Craddock, who imparted the expertise and knowledge of the adult education field. In addition, Dr. Margaret Wheeler, Dr. Kay Stickle and Dr. Hubert Ludwig, Dr. Beverly Cassara, Dr. Robert Laubach, Dr. Cyril O. Houle, and Dr. Harbans Singh Bhola encouraged and cooperated with the details necessary for completion and publication of the

study. I wish to thank as well the publishers of The Design of Education, Jossey-Bass Publishers, for permission to use this text extensively throughout this monograph.

Finally, and most of all, I wish to mention the debt owed to my husband, Dr. Leon F. Hesser, and children, Gwen and George, who gave constant encouragement and made many personal sacrifices so this study could be possible.

TABLES

1	Major Categories of Educational Design Situations	35
2	Summary Analysis of the Adult Basic Education Society	48
3	Decision Point 1: A Possible Educational Activity is Identified	53
4	Decision Point 2: Decision Made to Proceed	54
5	Analysis of Major Goals	55
6	Comparison of ABES Major Goals with Houle's Controlling Elements	56
7	Decision Point 3: Objectives Identified and Refined	58
8	Summary Sheet Decision Points and Components of an Adult Educational Framework	60
9	Resources	62
10	Analysis of the Laubach Approach (Basically Religious)	74
11	Analysis of the Freire Approach (Psycho-Social)	82
12	Analysis of the Bhola Approach (Functional)	87
13	Summary Chart of Program Elements	100
14	The Planning of the Literacy Program	102
15	Materials in the Literacy Program	109
16	The Teaching Method and Student Participation	115
17	Teacher Participation in the Literacy Program	122
18	The Support of the Program	130

INTRODUCTION

Literacy is a major world-wide concern of adult educators. A quick, effective approach to building a literate population in an underdeveloped nation has not been forthcoming, although the United Nations has made many dedicated efforts to develop a basic literacy plan. The most recent effort culminated in 1976 with a ten-year program entitled the Experimental World Literacy Program (EWLP). The emphasis was economic, coupling reading, writing, and arithmetic with the attainment of functional work-related goals. David Harman, reviewing this effort in The Harvard Review, suggests that the program missed its goal and was not adequately evaluated.[1] He states that the EWLP "sought neither to systematically examine nor to extract conclusions relevant to adult learning characteristics and styles when it is clearly indicated that program creation must be appropriate to the needs and characteristic of potential participants."[2]

The United Nations effort -- an unprecedented cross-cultural program in adult education -- has a final recommendation which states: "literacy is but one element of a process of life-long education. It should be allied with knowledge appropriate for improving the individual's condition, always taking into account his or her social environment and natural environment.... It is desirable to tackle the elimination of illiteracy in a long-term perspective."[3] The challenge, it seems, comes in

knowing how to take these elements into account and to decide upon the correct "nature of the activity" to offer in a literacy program setting.

The Design of Education, written by Cyril O. Houle and used in this study as a comparative base, may move the literacy programmer one step closer to discovering the nature of the activity being planned. The village program selected for this study takes into account the social and natural environments of the villager who wishes to learn to read, as well as adult learning characteristics and styles.

Although this is not a conclusive study, it describes and analyzes ten years of experience in literacy programs conducted by the Adult Basic Education Society, located in Gujranwala, Pakistan. The three encompassing approaches, each of which is used internationally, are: (1) those conforming to the model set by the late Dr. Frank Laubach, which are religiously oriented; (2) those based on the model of Dr. Paulo Breire, which have psycho-social orientations; and (3) those which follow the pattern espoused by the United Nations, whose concepts Harbans Singh Bhola has helped to articulate and which revolve around the economic aspects of functional literacy. Based on comparison of the Pakistan experience with the three alternative approaches, guidelines are developed and a model process suggested for designing adult literacy programs.

By examining the four approaches to adult literacy programming in the light of The Design of Education, it was concluded that none of the four approaches is superior; each is significant and may be appropriate, depending on circumstances, for use in illiterate areas.

Guidelines for planning a literacy program in a developing country are listed in detail. Based on these, which stem from both the program comparisons and the experience gained between 1963 and 1973 by the ABES sequential pilot projects, it is suggested that literacy programs can be both created and evaluated within an adult educational design. Applying the guidelines in different circumstances may eliminate errors

that might occur without such a structure.

In carrying out the study, data was gathered in Pakistan through personal interviews, tapes, and written records kept in detail by the Adult Basic Education Society. The ABES's major goals, specific objectives, and basic assumptions given are those that existed at the beginning of the program in 1963. The changes and alterations that occurred over the next ten years, together with the rationale for the changes, are delineated.

1

BEGINNING A LITERACY PROGRAM IN PAKISTAN: THE SETTING

The Adult Basic Education Society in Gujranwala, Pakistan, has been selected as a basis for analysis and evaluation of the effectiveness of literacy programming in a village located in a developing country. Hidden away in the Punjab area of Pakistan, the ABES staff of literacy programmers started in 1963 using short pilot programs to develop a literacy campaign in Pakistan. By 1973, ten pilot programs had been held in various village sites and evaluated. Recording and comparing the results of each program at its completion brought constant refinement and a gradual rise in adult student attendance records.

For those who wish to duplicate these efforts, process steps are indicated throughout Chapters 1 and 2. The first step consists of recognizing that each program location has unique reasons for learning relative to its history, physical features, language, and basic educational needs. Careful study of each area is a prerequisite. The Punjab is an excellent example of a world unto itself. Located in the path of constant population movement both from trade and aggression, it is necessary to begin our study by placing ourselves in the setting of the Adult Basic Education Society.

To examine a particular adult education effort or program in a developing country, one must learn about the country from cultural, social, economic, religious, and educational points of view. To superimpose a program for adult education on a

developing country, intensive study and lengthy residency provide only the minimum of knowledge necessary for program success.

To strengthen and provide knowledge, at least two major principles should be developed: (a) respect, recognition, and incorporation of the knowledgeable villager and his cultural milieu, and (b) thorough knowledge of an educational design which provides choices to fit the program to the culture.

Pakistan is a country of many contradictions. Its cities are "flourishing modern metropolises, with wide boulevards, blazing neon lights and as much automobile traffic as could be found in any western city of comparable size."[1] However, Cadillacs and donkey carts move side by side down the main street. Frequently, during the evening, buffalo returning from pasture stop the traffic. While Pakistan's cities frequently seem prosperous and busy, rural areas have never experienced the industrial revolution and suffer from underdevelopment. It seems that everything in Pakistan must be accomplished by the most difficult of methods. Farms must be irrigated. Forests do not furnish enough wood for paper, furniture, etc. Heat in the chilly winter months is costly. Means to cool summer heat is not available. The monsoon is either too light or too heavy for crops and financial setbacks are a way of life.

Driving from Islamabad, the new capital city constructed since the early 1960's, into Taxali, a village just twenty miles away founded in approximately the sixth century B.C., one moves from the present back several centuries, for the way of life has scarcely changed.

Agriculture is the principal industry of the Punjab. Even though agricultural production is increasing, it is barely keeping even with the rapid population growth. Farmers live a simple, non-materialistic existence in villages near their plot of ground. The average farm size is ten acres.

Physical Features

In the Punjab, a flat and featureless plain called the

District of Gujranwala (Gujranwala Tehsil) is located in low-lying alluvial lands bordering the Chenab River to the northwest and the Degh Nala River in the southeast. Geographically Gujranwala lies between the fertile District of Sialkot and the former desert of Jhang, with fertility decreasing with distance from the Himalayas. Approximately thirty million acres were reclaimed by irrigation around the turn of the century. However, salinity brought on by irrigation caused a twenty to twenty-five per cent loss of land usage in the Punjab. During the past decade, reclamation by tube well has proven successful and more and more land is being used. Now land levelling techniques are being encouraged along with the use of the new miracle wheat and rice seed, which increase production even more.

The winter season, lasting from the end of October until mid-March, is very pleasant, usually with clear skies (especially in November and December), warm days, and cool nights. In March, temperatures start to rise very quickly and by May have passed a daily maximum of a hundred degrees in the shade. The hot, dry heat increases to a daily maximum up to a hundred and ten degrees in June. This may be broken for a short time by sudden dust and rain storms, especially upsetting for the farmer during harvests.

The monsoon usually arrives in July and there is intermittent rain until September, with muggy weather. However, this too is variable from year to year. In August 1973, a combination of heavy snows melting in the Himalayas and an unusually heavy rainfall caused one of the major floods of the past eighty years. The area between Gujranwala and Sialkot was especially hard hit. The villages where the Adult Basic Education Society holds many literacy classes were inundated. The severe seasonal changes and weather hazards constantly cause adult education classes to be interrupted.

History of the Punjab

The history of Pakistan is a continuous one of life being

disrupted by war, famine, floods, or disease. One group after another has conquered and ruled the country. Since it was separated from India in 1947, it has suffered from two devastating wars, which set back the economic development of the country. Since 1973, the government has not only been thinking about industrial development, but also about educational opportunities for the man on the street, since illiteracy is the prime detriment to economic development.

But, again during the spring of 1977, the elections were questioned and Prime Minister Bhutto removed from office by force. The political situation has thrown literally hundreds into jail and the country is once more disrupted. Each time the political situation changes, a revolutionary change occurs which affects all political life and the flow of funding to educational institutions.

Pakistan's recorded past dates back to 630 A.D., when a Chinese pilgrim records a flourishing kingdom stretching from the Indus River to the Beas River. The ancient town of Eminabad, near Gujranwala City, home of the Adult Basic Education Society, was established much later under Mughal rule, as were most of the existing villages, including Gujranwala City. In the early 1800's Mughal rule declined, war, famine, and intertribal struggles laid waste the country, and many settlements were deserted. However, the situation was saved by the consolidation of the Sikhs, a religious group of approximately six million people living on what is now the Pakistan-India border.

British rule was established by setting up a regency at Lahore in 1845. However, the Sikhs remained dominant and were favoured by the British. The latter constructed a road thirty yards wide for moving troops from Eminabad to Sialkot, which is still the main road along which lie the villages used for the Adult Basic Education Society's literacy classes.

After the upheaval in 1947, the Sikhs moved into India. Coming from India into Pakistan were hundreds of Muslim immigrants. The departure of the Sikhs, although they only

numbered two million, was more significant than one might think, as they owned the majority of the land in the Punjab and furnished much-needed economic leadership. The Punjab was divided without reference to the Sikhs, leaving their already small population divided between Pakistan and India. The Sikhs' departure from the Lahore area has been described as follows: "Killing as they went, they left their valuable lands by the new canals and their venerated shrines and set out for the Indian part of the Punjab so that their already small community would not be divided between two nations."[2]

Partition of India into India and Pakistan occurred in 1946, when the British cabinet mission failed. The British government in February 1947 stated that it would grant full self-government to India by June 1948 at the latest. Lord Mountbatten, planning the withdrawal of British rule, realized that there were no solutions to the problems that existed between the Hindus and the Muslims. Therefore, he proposed the partition of the subcontinent. His plan was accepted and on the 18th of July 1947 the British Parliament enacted the Indian Independence Act, setting up two independent Dominions of India and Pakistan from the 15th of August 1947.

The troubles that followed the birth of the twin nations were grim. It is possible that a million people were killed. In a few months eleven million people became refugees. Six million Muslims in the new India found their way to Pakistan, and simultaneously five million Hindus and Sikhs went to India. This is the greatest unplanned population movement of people in recorded history. Into the area around Sialkot and Gujranwala, the home base of the Adult Basic Education Society, poured thousands of immigrants. They were all seeking a home. Temporary shelters became villages, some of which still exist.

Since the partition, fear of India has grown in Pakistan. Two wars have occurred, one in 1965 and another in 1971 which resulted in the loss of East Pakistan. Both were fought in the Sialkot area, since it lies on the border between Pakistan and India. Each time, families moved further inland, losing

their homes and their farms and returning to rebuild their lives as well as their villages when the war ended.

It is in this area that the people live who have attended the ABES literacy classes since 1963. Immigration held up and destroyed educational institutions for years. In spite of upheaval, the ravages of war in their villages, disruption of literacy classes has been slight. Out of ten literacy projects, only one is counted a total failure due to war. The desire for literacy is intense when properly presented.[3]

Since the last war, daily life has been re-established. Everyone seems to feel a new patriotism for the still new country of Pakistan. The new democracy is considering a literacy project as well as other projects to help villages. However, trying to eliminate illiteracy among such destitute and homeless people is an enormous and unusual problem. They lack knowledge of the language and little motivation to learn it. It is for this reason that ABES has found it necessary to select specific sites for its literacy program so that motivation and a "literacy atmosphere" support the program rather than have the program attempt to create such an atmosphere.[4] It is also for these reasons that independent thinking seldom affects change. People are looking for security, not change. Time allows only for survival.

Languages of the Punjab

An additional problem is language. In the northwest area of Pakistan, the national language, Urdu, is seldom spoken. Much emotionalism enters into the choice of a written language because of religious connotations. As a result, Urdu must be used in adult literacy classes, which complicates learning and discourages the adult student.

In 1947, the Sikhs' language, Gurmukhi, was declared illegal by the Pakistan government. The new, religiously-oriented Muslim government did not want a spoken and written language which tied directly into the Sikh or Hindu religion. Gurmukhi

was also the spoken and written language of the Muslim living in the same area of the Punjab as the Sikh. Another language called Punjabi is spoken, but it has very little written literature. Urdu, the language of the cultured Pakistani, was declared the national language, which has forced the Punjabi to learn to read in a language he does not speak.

Much emotionalism (which is not unique to Pakistan) enters into deciding whether an illiterate person can be taught to read in Gurmukhi. At present only Urdu is taught, but some feel that it is easier for the new reader to first learn Gurmukhi. As stated by Zafarullah Poshni in The Pakistan Times on the 5th of November 1972:

> We Pakistanis are overburdened with soppy emotionalism and this emotionalism is a big hindrance in our endeavors to become a modern progressive State. Thus some people are pained by the very thought of giving up the Urdu script, even though it may not be suitable for expressing the sounds and intonations of Punjabi. Even though the Gurmukhi script may be more precise than the Roman script in expressing Punjabi sounds and intonations, there are other more weighty reasons which tilt the balance in favour of the Roman.[5]

He goes on to say: "The crux of the matter is that in this eighth decade of the 20th century you just cannot do without learning the Roman (English) alphabet."[6] However, on the 12th of December 1972, the Punjab Education Minister, Dr. Abdul Khaliq, announced in an address to members of the Students' Union, Lahore College for Women, that efforts were being made to switch over to Urdu as the medium of instruction in all subjects and at all levels as soon as possible. To begin with, Urdu was to be the medium of instruction in all primary schools as of April 1973. Eventually all subjects were to be taught in the national language. This will take some time as the books on technical and scientific subjects are being translated from English to Urdu. The use of Urdu rather than English implies that the language used in all

school systems in the Punjab area will be unfamiliar.

All literacy classes in the Punjab must be taught in Urdu, which complicates teaching since lessons must be taught in an unfamiliar language. The only solution is to use words common to both languages. However, these are so few that the problem is not alleviated.

It is obvious that the only way to teach people of the Punjab to read and write is to use Urdu written in Arabic. Frank Laubach, the great proponent of using spoken language, states:

> Our chief concern is to teach others to read the printed word and to write it. We will have to teach the illiterates how to read the existing written language. It is fun, of course, to play at improving the alphabet. But let's now allow ourselves to get so involved in theoretical arguments that we bring upon ourselves popular disapproval or even official censure.[7]

Educational Needs of the Punjab

The hope that the public schools will alleviate the problem of illiteracy seems slight, as schools are inadequate not only in number but in the quality of education offered. By 1980, it is hoped that 85 per cent of the children will be in primary school and 55 per cent in middle school. The government has proposed a new educational policy and hopes for universal education by 1987. This optimistic goal calls for an increase in educational spending from 1.8 per cent to 4.0 per cent.[8] Since so many other reforms are also planned, this goal appears unrealistic. However, the enthusiasm of the people for change and education is high. Therefore they may insist on this goal at least being attempted.

The Pakistani government is looking ahead when it comes to assessing future educational needs. However, national program goals seem unrealistic. Since 1961 the population has grown to at least 61 million and the literacy rate has

remained the same, leaving a conservative figure of 51 million people who cannot read or write. Family income is so small that with only rupees 694 a year per person (US $69), it is almost impossible to feed a family, let alone pay for tuition, books, and uniforms for school.

Educational facilities are described by the United Nations as poor, the quality of education as very low, and the number of teachers being educated inadequate even for existing education goals let alone future goals. Steps in the right direction were the nationalization of the schools so that all children could attend, compulsory education as quickly as possible, and the use of the school facilities for adults as well as children.

The enthusiasm of the general public for change and improvement seems high. With a war behind them, they are desperately striving to become democratic. There seems to be a sincere desire on the part of the government to help the uneducated masses. Education programs are extensive and unrealistic, but they at least indicate awareness of the need of the common man. Action toward improving the educational process is being taken. Even though it is not as successful as originally anticipated, the government is at least acting.

Education in the Gujranwala Tehsil District

The educational situation in Gujranwala Tehsil varies little from the overall status of education for the Punjab.[9] Elementary and secondary school-teachers are from families that own small farms and have had enough money to educate their children. They are educated at least to the middle school standard, some to matriculation, and a few to the intermediate level. However, these teachers have not received training other than experience on the job. They drift into the profession due to lack of other prospects or a feeling of not reaching the standard required by other careers. Their life as teachers is difficult. They often travel long distances to reach their school. Their pay varies according to academic ability and

training as well as years of service. No matter how low the pay, it seems to give them a sense of security and they seldom leave their jobs. Beginning teachers earn as little as rupees fifty per month (US $5). Teachers with two years of college may earn up to one hundred rupees per month (US $10).

In the secondary school, subjects taught are English, Persian, history, geography, geometry, and civics as well as those taught in primary school. There is a tutorial once a week, when problems worrying the pupils are discussed. The method of teaching is fairly uniform, the first half of the period being used to test what was learned in the previous period, followed in the second half by fresh instruction.

At least twenty to twenty-five per cent of the children may leave at the end of the fifth grade, while approximately fifty per cent continue to middle or high school. It is rare to find village school children progressing further, as costs of intermediate schooling are prohibitive to their parents. This has been called an "educational waste," as it is felt that these children will quickly regress into illiteracy.[10]

In 1962 the literacy rate in the Gujranwala villages was about six per cent (with the population growth and war slowing education). This figure was still felt to be accurate in 1973.[11] Undoubtedly, a higher proportion of better educated people comes from among the refugees. For most villagers, the world is their home village. It is not surprising to be told by a villager that the world is flat. Political interests and knowledge other than village politics are slight. Many citizens, however, can do weights and measures and write their own names.

In the Gujranwala area there are many things that discourage the education of children, not the least of these being the requirements of the schools themselves with regard to clothing, which is expensive and difficult to provide. With less than fifty per cent of the children entering and staying in primary school and twenty to twnety-five per cent of them ending their

education before they have learned to read past the fourth grade, it will take a long time to provide villages with people who can read. Only 25 per cent actually move into the sixth grade and these tend to leave the village for better jobs when they do finish. Even the six per cent literacy rate will be difficult to hold with the population growing so steadily.

Adult Education in the Punjab

Since Pakistan was created only in 1947, the political and economic stability necessary to promote adult education on a large national scale was not recognized feasible until the fall of 1963. Education, of course, was always a hoped-for goal, but it did not receive priority as long as millions of people needed to be clothed and fed.[12]

Now, with the war of 1972 in the past, an attempt to answer the needs of the man on the street is being made. The People's Works Programme has been created, which channels funds into areas such as agriculture, industrial development, and literacy. This support from the top governmental authorities in the area of literacy is encouraging to all those working in the field. It is felt that now a concerted effort toward making the nation literate may be possible. In the Punjab there are some active groups through which such a national project could be built. These are briefly described below.

The Institute of Education and Research: The University of the Punjab is located at Lahore, Pakistan. With the help of professors from Indiana University, the Institute of Education and Research (IER) was created to supply and educate teachers as well as do research. Indiana University sent professors to Lahore to supplement and consult with the staff until 1965, when the contract ended. This was not renewed because of the war which occurred then.

Although hampered by the lack of literacy expertise, the IER moved ahead with a research proposal which included an

analysis of illiterate ten-year-olds in the Punjab and also a project to develop functional literacy teaching materials and methods for adults.[13] This project was funded by US/AID and the goal for producing research results was June 1972. However, with another war at that time, these were delayed.

One goal was to create a vocabulary, a primer, and other basic materials for use in future literacy programs, perhaps on a national basis. The program was successful in that these materials were produced. In addition, a small literacy pilot project was set up for ten- to fourteen-year-old boys and another group of adults. The materials were used and evaluated in these classrooms. However, the project did not train groups of teachers or supervisors who could, in turn, direct and teach additional classes. The IER provides a base at the university level for further research and especially for setting up degree programs for leaders in adult education and literacy which are desperately needed.

Lyallpur Agricultural University: A second group working in adult literacy is that of the agricultural university in Lyallpur. Professors there have attempted to implement a literacy program using college students as teachers and requiring that each teacher teach one village boy to read before a diploma is granted. To assist in this effort, a primer and a vocabulary list have been developed. This material has been used by the students with a fair degree of success.

To gather material for the vocabulary list, a committee of American and Pakistani professors went into the villages around Lyallpur and recorded people on tape. From these recordings, a 1200-word basic vocabulary was developed. This list was used for a beginning primer. The vocabulary is also used in agricultural publications sent to the Punjab.

The major problem in using the primer is the small print size. Due to limited printing facilities at the university, it was necessary to do this. Arabic script, with it dots, curves, and straight lines, is difficult for the beginning reader even in large print. Reading by lantern light, which

is often necessary, compounds the problem, making this particular primer unusable on a national scale unless it is reprinted. This is another example of a technical problem stopping the production of a desperately needed educational tool.

Girl Guides: Located at Lahore, Karachi, Islamabad, and Peshewar is a third group working in literacy. The Girl Guides Association, which is similar to the Canadian Girl Guides and the Girl Scouts of America, has an effective program. To earn a badge, the girls are trained to teach beginning reading skills to adults. Training centers are located throughout Pakistan. The association publishes its own primer and follow-up materials written by a Pakistani woman. The materials are free for adult students, and therefore, are limited to use by the association only. This again limits the sharing of a well-developed learning tool.

All-Pakistan Women's Association: APWA, a social service organization, is active in Lahore. It offers many city women an opportunity to aid village women in various ways, one of which is a literacy program centered in Karachi. This organization could sponsor an increased number of classes and their materials could be valuable in any literacy program. The volunteer services of the members would be a source of inexpensive instruction.

In summary, it appears that with proper support and direction an adequate base is available through the use of the Institute of Education and Research at Punjab University to offer degree courses in adult education, program planning, and material development for literacy classes. In addition, groups of volunteer teachers who are well educated and willing to work for the country exist in the form of college student volunteer teachers at the Agricultural University, high school seniors as teachers through the Girl Guides, and women donating their time through APWA. Many other groups are working informally, such as the Adult Basic Education Society in Gujranwala, which has classes throughout the Punjab. They are effective and

could contribute time, teachers, and materials in a future national literacy drive. Their success in teaching adults to read has not yet been estimated. The task of teaching so many illiterates is overwhelming and the time necessary for pupil evaluation is seldom taken. Therefore, it is important that any group that has worked for any length of time, such as the Adult Basic Education Society, record significant facts concerning adult audiences for the benefit of others in the field.

2

AN ANALYSIS OF THE ADULT BASIC EDUCATION SOCIETY OF PAKISTAN

In an attempt to study and discuss basic adult education design, as it applies to literacy programming, ABES will be used as a base. This choice is made due to the length of time the program has been in effect, the number of villagers taught, its adequate records, and the staff's willingness to share information.

The Adult Basic Education Society (ABES) has developed a program through which the new program planner can learn both process and priority setting. The constant evaluation by ABES staff of their errors and success in pilot projects reveals an attitude seldom experienced in village programs, where the villagers are considered unable to direct their own education. A deep respect by the ABES for the knowledge of these villagers is apparent during visits to the program and in the writings about the program.

The location of the literacy program is important to program progress since it is on the Pakistan-India border and subject to frequent disruptions. The people are immigrants attempting to put down roots in an area which is basically agricultural and just beginning to industrialize. The need for literacy is present, and the new concept of adult education is encouraged by the ABES staff.

An in-depth analysis of this active, innovative, and successful staff of literacy workers opens up many avenues for study and discussion of programming at the village level.

The program itself is directed by an all-Pakistani staff with one American journalist working under the director as head of publications. Consultants from Europe, Canada, and United States are used whenever funds allow, which is seldom. The director, Mr. Vincent David, was born and raised in the Gujranwala area. He has travelled to Singapore, Australia, and Europe to observe literacy programs. He is the first Christian Pakistani to participate actively at the national level in literacy programming. He is highly respected and dedicated.

Beginning to study a literacy program, or any current program, involves compiling and studying the activities. This culminates in a large amount of information from which processes or guidelines are determined.

The logical procedure for becoming knowledgeable concerning an adult education program is to observe, gather facts, discuss, interact, and work in the program. In records of a village program, activities frequently have not been recorded and verbal interviews must provide the necessary information. In the case of a new program, of course, this information would not have been formulated. To gather this information requires form and structure.

The ABES records have been kept meticulously, with board meetings and annual reports feeding information to the program's financial supporters. However, a comparison of the original goals, objectives, and basic assumptions with those of ten years later had not been compiled.

Between 1963 and 1973, the ABES staff carried on ten pilot projects in the Punjab. Most of the information concerning these was obtained by taped interviews. "Pilot project" denotes a set format or activity planned, initiated, terminated, and evaluated for future reference. The project outline consists of specific data, major goals, specific objectives, basic assumptions, and a summary of strength and weaknesses of each pilot project.

A summary of program activities between 1963 and 1973 will

provide a setting for the program, a knowledge of the continuity that exists and of the work involved, and the changes and adjustments made to avoid incorrect assumptions in new pilot projects.

Literacy Programs, 1963-73: History

Although this study begins in 1963, this was by no means the beginning of efforts toward adult literacy in the Punjab. Literacy was the goal of many groups dating back to at least 1834. The British encouraged reading, especially among civil service employees. However, the British did use the Roman script for writing, just as the Pakistani army does now for reasons of efficiency.

Missionaries from Europe and the United States were also working from this early date. In 1937, a group of missionaries began to put together some commonly used literacy materials. Teaching was often on a one-to-one basis, with the missionary acting as the teacher for a bright student. During the fifties and sixties, missionaries accompanied by Pakistani helpers camped near villages during the winter months and held literacy classes, using accumulated materials. In 1957, some teamwork was done on these materials, which were improved with the help of a linguist from Europe. In 1963 the first full-scale ABES pilot project was held in Shah Jhugi. Materials used were those recently improved upon. The primer called Naya Din was the basic text.

Shah Jhugi housed a destitute group of people huddled together in temporary shacks which had become permanent housing. These had been provided by the government in 1947 to house the homeless. These people were, and still are, extremely poor, having left rural areas because of dissatisfaction with the change in landlords that occurred during partition. The had searched for work in the city, only to end up with the lowliest job -- sweeping city streets. This task is considered undesirable and menial in a society basing status

and class upon employment. These people were completely illiterate and in great economic need.

Following is a description of the Shah Jhugi project. Basic assumptions and major objectives were made preceding each pilot project. However, these were not recorded and, in some cases, not verbalized, as became apparent when staff members recalled each project. Only specific objectives were verbalized and recorded. As the description moves from one pilot project to another, it is possible to observe the change in basic assumptions as well as in goals and objectives.

Many incorrect assumptions might have been recognized earlier. Much research and writing was done on program planning and adult education prior to 1963. However, people involved in these programs were not versed in these areas and could not read about the subject. In Pakistan, few reference libraries exist, and the mail is unreliable. Books and journals must be sent by sea and come very slowly, frequently not arriving at all. Therefore, the decision was to press ahead despite lack of guidance.

Example of a Form for Reporting

PILOT PROJECT: SHAH JHUGI

Project Name:	Shah Jhugi
Date:	January 1963
Teachers:	9 volunteer school teachers and 1 paid teacher
Classes:	10
Students:	285
Dropout rate:	More than 80%
Graduates:	20 adults out of 285 starting
Supervision:	By the society director
Cost:	Exact figure is not available. However, because of transportation costs it was higher than later efforts. Based upon number graduating, it was costly.

Goals or Major Objectives

1. To reach as many people as possible and teach them basic skills required for reading Urdu.

2. To teach adults to read in order for them to further their religious beliefs by reading either the Bible or the Koran.

3. To help a minority group learn to read in order to have better employment possibilities.

Specific Objectives of Shah Jhugi

1. The group hoped to use volunteer teachers rather than full-time, paid teachers as instructors in adult literacy classes.

2. The group wished to observe results achieved by teachers who had had a basic teacher-training course provided by an agency other than the Adult Basic Education Society.

3. The group wishes to make a survey preceding the literacy course and base the number of classes upon figures obtained through the survey.

Assumptions which proved to be Correct

1. Assumed that it would be beneficial to know the number of illiterates in the community and their education, work, etc.

2. Assumed that volunteer teachers would have adequate motivation to be successful.

3. Assumed that classes should be limited strictly to adults, as including younger children would cause the adult beginning reader morale problems.

4. Assumed that learning to read for religious reasons is a valid motivational factor with some adults.

5. Assumed that direct supervision of the teachers was necessary.

6. Assumed that it was necessary to train the teachers in the use of materials as well as methods to use when teaching adults.

Incorrect Assumptions

1. Assumed that a high drop-out rate is a normal phenomenon in all literacy programs.

2. Assumed that drop-out was due to the students themselves or to the teacher, presenting such uncontrollable factors as:

   (a) lack of interest in learning

(b) lack of interest in bettering themselves (lazy)
(c) results of party factionalism within the village itself
(d) poor initial selection of teachers

3. Assumed that best location in which to start a project was where the greatest "need" as observed and defined by ABES was exhibited.

4. Assumed that ABES knew best how to plan the program, so villagers were not included in the planning.

5. Assumed that ABES knew cultural background and vocational needs of villagers without further information other than the survey.

6. Assumed that villagers would automatically know reasons for classes being held in the village.

7. Assumed that the desire to learn to read could be motivated and generated within the class, after it was started, by the teacher.

8. Assumed that everyone wanted to learn to read for the same basic reason -- that of being religious.

Summary

Strengths

1. Specific objectives proved to be satisfactory. Volunteer teachers were successful and motivated to teach. Volunteer teachers have continued to work well in following projects. The basic training course for these teachers, which was supplied by another group working in literacy, proved to be not only helpful but also necessary and was used from that time on. The survey technique proved to be most helpful and has been used effectively since.

2. The use of direct supervision by the teachers proved helpful and an important factor in success and morale, especially of the volunteer teacher.

3. The use of teachers living in the area proved to be a wise move as their knowledge of their own neighbours added stability to the class as well as eliminated conflict created by a stranger coming into the community.

4. The use of definite objectives and goals proved to be a strength and has been used since in all projects. Even though the planning was full of mistakes, it did add strength to the over-all program and gave a basis for evaluation.

Weaknesses

1. The major objectives proved to be incorrect. This, however, was not recognized. For example, reaching large numbers of people who had come to class for reasons other than to learn to read proved to be a waste of effort. Although the desire to learn to read for religious purposes is good, it has been observed that other reasons such as economic and recreational ones adequately motivate many as well. The desire to help a "minority group" learn to read proved to be an inadequate goal which picked an unmotivated target group to teach. In other words, the major objectives were too narrowly defined and have been enlarged to encompass a total group with a multi-interest approach.

2. Poor communication between the ABES and the villagers caused objectives of the project to be misinterpreted. Villagers were not included in planning this project. Based upon prior experience with welfare groups ABES had come into the village to give aid, the villagers assumed that attending class was a prerequisite for a "welfare handout." A much needed community center was the reason people attended the class. ABES, of course, did not recognize this fact at first, and since they were not financially able to erect such a building, the villagers were disappointed and became negative about ABES and its objectives. The survey before the classes were held had not provided this information.

   Close evaluation of this project would have shown the following:

   (a) motivation to learn to read within the classroom did not occur as anticipated.

   (b) desire of "felt need" to learn to read was not present among the majority of students.

   (c) reasons for attendance were different from what the Society had assumed, that of learning for religious fulfilment.

   (d) attempts to reach large numbers is a false goal as most people do not learn to read under such conditions. The failure of the course causes negative attitudes and disappointment.

   In summary, it can be seen that starting with the twenty to twenty-five that did learn to read because they were truly motivated would have been far more beneficial than starting with so many and reaching so few.

Basic Steps for Reporting and Planning the Literacy Program

To provide the novice programmer with some helpful basic steps, a short discussion follows concerning using the block of time concept, examining and understanding basic assumptions, and the formulation of a constitution, aims, and purposes.

Step 1: Using a pilot project or a block of time concept is helpful. If it is known when a plan or project will start and end, evaluation can occur and an assessment of progress made without offending those responsible for implementation of the program. ABES has always involved every staff member from the director to the village teacher and student in the assessment of each pilot project. In 1963, details of the projects were not specifically outlined. However, in order to raise funds and communicate with support groups, the objectives of the project, its attendance records, and an evaluation were consistently written and published.

Step 2: An examination of basic assumptions is frequently omitted and sometimes not understood. Everyone makes undefined basic assumptions. Goals, objectives, and assumptions of early ABES projects existed only in the minds of the director and the staff. These had been recorded in written form, but the basic assumptions had not been clearly delineated. Thinking through these assumed truths which involved broad societal and cultural concepts would have eliminated errors in successive programs.

A knowledge of errors seemed present, but had not been verbalized in the hurry to move on. It is apparent that the use of the block of time concept called the "pilot project" was beneficial in evaluating errors and successes. Frequently, program materials were shared, books on programming acquired, and a trip to Europe, Canada, or the United States made a course in programming possible for a staff member, who then brought back new ideas.

Step 3: Formulating a constitution was essential for

ABES to become a functioning unit and served the purpose of the board of directors. By agreeing about aims, purposes, and organizational activities, an on-going plan became possible. The Constitution and the Discussion of Aims and Purposes, given below, is an example of one type of organizational recording usable in adult educational programming.

The Constitution

A Statement of the Broad Objectives of the Adult Basic Education Society Gujranwala, Pakistan

I. Aims and Purposes of the Adult Basic Education Society shall be:

1. To promote adult education in Pakistan through the implementation of pilot projects and centers for illiterates and new literates, in basic literacy and functional subjects which will aid participants in their ability to perform as useful and self-reliant citizens of Pakistan.

2. To develop methods, teaching materials and literature for adult education.

3. To train suitable persons to engage in leadership of adult education activities and to supervise them in their work.

4. To do research in significant areas of adult education and to evaluate projects according to their objectives and results.

5. To assist other agencies concerned for development of adult education as requested and within limitations of budget and staff provisions.

II. The Adult Basic Education Society's Literacy Program is based upon five essentials:

1. Effective motivation of leaders, teachers and students.
2. Special training of the teachers in a proven method.
3. Adequate supply of teaching aids and equipment.
4. Close and regular supervision of the centers.
5. Functional follow-up activities for new readers.
6. Adequate literature for new reader to continue reading.

Aims and Purposes of ABES

ABES's aims and purposes have remained the same from 1963 to 1973, with broadening of the scope of the program occurring gradually. ABES groups have promoted adult education in Pakistan, developed teaching methods as well as materials, trained suitable people for leadership positions, promoted research in many significant areas, as well as assisted other agencies in literacy efforts. The basic essential requirements mentioned above have also changed as ABES staff became more informed in motivation, special training for staff, teachers' aids, supervision, follow-up, and creation of literature to promote continuation of reading after the conclusion of lessons.

The goal of implementing pilot projects and centers for illiterates occupied most of the center's time during the ten-year period. With each pilot project, specific objectives were revised and new schemes implemented to solve problems as they arose. The over-all goal was to strive for an ideal situation where all negative aspects of past projects could be eliminated and only successful elements retained and used.

As a result, programs have been carefully planned and each is long enough to bring adult students up to the fifth grade level, which required a six-month course. Teachers and supervisors were trained for each project. Records and evaluations of each project were kept.

ABES supervisors and employees were all aware that each project's goal was to improve the next project. Staff thus worked together to make each project superior to the previous one. Discussions were held, and the organization of each new project was a result of everyone's efforts.

Other approaches and methods of implementing literacy programs were considered. For example, a permanent location where teachers and staff could meet with adult students as they came in from villages was considered. However, the major drawback was use of the volunteer teacher, who would become

ineffective. Because of the shortage of funds, the volunteer teacher was necessary to keep costs low.

The pilot project has also been efficient because of weather conditions in Pakistan. It could be organized around harvest's and when heat becomes intense and makes it impossible to study. The shorter pilot project became a "package" approach, which proved to be most effective.

Over the years, the pilot project concept limited programs to a workable six months, and confined the area covered to a twenty-mile radius. In addition, they served as leadership training courses for the core support staff. This core group recalled each project's goals, failures, teachers and location. As a result, supervisors and many office employees have a life-time of experience. In one case, a son is working with his father carrying on his father's work. This has given continuity, which seldom happens in newly established literacy projects and programs. This continuity has also allowed the study of each pilot project to be done carefully, with experienced staff at each phase of the program. These people are informed about the language, the many problem areas, the political situation, power circles existing in the villages and, above all, the needs of the individual adult student. Since these people come from families where education and literacy have not existed, they have understood readily the value of reading to their own people. This motivated the staff to work long hours and apply themselves in a dedicated manner.

Step 4: The following questions are provided to initiate thought in program designing.

1. What is the underlying motive of the program planners wishing to teach an illiterate audience to read?

2. Into which of Houle's eleven categories for adult educational program design does the proposed program fall?

3. What are the controlling factors of the category selected?

4. Can all these controlling factors be provided for or dealt with effectively?

5. What are the basic elements vital to the over-all program plan (such as materials, teachers, students)

6. In reviewing the literature, what have other literacy groups found to be feasible approaches to literacy programming in developing countries?

7. Are there sufficient time and finances to plan the program adequately and become acquainted with the audience before the project begins?

8. Are reasons for attempting the program free from assumptions which are based upon emotional reactions to "observed" needs of a poverty-stricken audience?

9. Is there enough information on the audience selected to make the program applicable.

10. Can the audience selected for the program be incorporated into the initial program planning?

11. What local resources, including materials and ideas from other literacy programs, are available for use?

Initial Steps to Literacy Program Building and Research

Self-Evaluation

Knowledge gained from observing and recording an active program must include evaluation of oneself as a programmer. This entails study, an appropriate allotment of time, an examination of emotional biases, and a thorough knowledge of the audience involved.

Step 1: study and review the literature concerning the literacy approaches now effectively implemented in the developing world: To understand clearly approaches available for literacy programming, it is imperative that a review of current writing be made to grasp the over-all picture and the sequence of literacy programs evolved over the past thirty or more years. Knowledge of the three distinct approaches to literacy programs most widely used affords program builders several alterntaives. These approaches differ greatly.

Therefore, a review of the activities of groups, placing them in an educational design and observing them systematically, increases knowledge and choices. Journals of literacy program activities share information, making literacy planning an informed profession.

Step 2: when thinking of planning a literacy program, allow planning time: Decisions about adult educational designs should not be made hastily. In 1963, without pre-planning, ABES moved into mass education and enlarged the existing program. In retrospect, three years of work wasted both funds and effort. It also produced an inferior program which in turn generated negative publicity from those participating, making it difficult for a second program to be planned in that locality. ABES's experience certainly demonstrates the need not only for a planned program, but also for enough time to plan with care.

Step 3: avoid making emotionally-laden assumptions built upon observed needs of people living in developing countries: The ABES staff was aware of the poverty of people in the Punjab immigration camps and assumed that they "needed" education. Therefore, literacy programs were "imposed" upon people who felt no need for them because they saw no connection between written language and their way of life. It was also assumed that these people could profit from learning to read religious materials such as the Bible and the Koran. These assumptions were based on the emotional and cultural backgrounds of ABES staff. These assumptions proved to be incorrect, as only a few of the adults wanted to read for these reasons. When this objective was imposed, adult students did not complete the course, causing a drop-out rate of eighty-seven per cent. After three years, the goal was enlarged to offer reading for the purpose of reading anything that the adults were interested in. When emotion was eliminated from decision-making, the objectives became more realistic and acceptable by the audience.

Step 4: learn as much about every aspect of the culture and lives of the audience as possible before starting to plan the program: As a result of lack of knowledge of the audiences for the first five years of the ABES literacy programs, many incorrect assumptions were made that influenced both long-range and short-range goals. Evaluation, observation, and use of surveys improved staff knowledge, and changes were made in the program to correct past misconceptions. The inclusion of the audience selected for the literacy program in the initial program planning eliminated many incorrect assumptions concerning their attitudes and interests.

Until ABES turned the planning of the program implementation over to students, teachers, and village leaders, it continued to make mistaken assumptions. The village people knew their own customs and culture, and so adjusted the program to eliminate conflict. The students also understood their individual motives for learning to read. Permitting adults to select from a wide range of reading materials early in the lessons has increased the interest level of the later projects, and more adults have remained in the classes for the full six-month period.

Step 5: visit and observe literacy programs functioning in both formal and non-formal settings in the country in which the program is located: ABES staff members have observed that literacy groups in Pakistan have much information to share. Duplication of efforts in such long-term tasks as creating vocabulary has occurred in three different programs. Therefore, a thorough knowledge of existing materials and other successful literacy programs contributes positively to program planning.

The Use of An Educational Design for Program Analysis and Program Building

After gathering information concerning a specific program and building up background knowledge as a program planner,

selecting a course of action and designating a process and structure clarify the program being observed and provide numerous choices to the program builder.

Step 1: look at the action and determine the philosophy of the program being observed or planned: Looking at the activities in a literacy program is basic to understanding its major goals and philosophy. Each literacy program studied in this monograph has a different reason for teaching adults in underdeveloped countries to read, which influences the direction of the program. Each has a different person or group of persons taking the responsibility for designing the program, which in turn influences the size of the group with which they work, materials selected and produced, supporting groups contacted, follow-up desired, students and teachers solicited. Therefore, it is necessary in initial program planning stages to clarify long-range goals, stating why the group wishes to teach illiterates to read.

For example, the three major international literacy approaches, to be discussed in Chapter 3, use differing "all-encompassing missions" such as religious, political or economic movements for the purpose of implementing social change. While observing an actual village program, it is usually found that an all-encompassing mission has been replaced by consideration of the self-felt needs of the individual student, leaving social change to occur as individual groups grow in knowledge and intellectual competence.

The all-encompassing mission concept motivates sponsorship by international groups giving them a feeling of urgency and importance vital to large program missions and survival of ideals but it also affects program acceptance and success. Consideration must be given to the implications to individual freedom of choice of the adult student whenever a "pre-selection" of motives or "superimposing" of programs occurs. In primitive cultures family life and learning is one and the same as the family <u>is</u> the seat of learning. Initial desire for change and selection of that change, whether it be religious,

economic, or political, rests with the adult who -- because he is informed and he can read -- wishes to retain a culture or at least knows the results and implications of change itself.

Step 2: look at the in-depth analysis of program processes and determine the appropriate educational design to use: After determining the philosophy of the program being observed or planned, it is imperative that an educational design or program model be selected for in-depth study and program analysis. The choice of model should be carefully made, looking for clarity and simplicity.

An example of an educational design is Cyril Houle's model which raises many questions and serves to pull together the concepts and principles of program building that are so exclusive and frequently not considered, even by experienced program planners. This design has been selected as the basis for evaluation and anlysis of the ABES pilot projects and can be explained as follows.

Houle's Design for Program Evaluation

Houle's major categories of educational design situations and decision points and components of an adult educational framework deserves attention by both program designers and planners.[2] It is simple and can be applied to a wide variety of educational situations. The system is, as Houle states, "a natural one, using familiar terms and components which have a common sense foundation, requiring neither special terminology or elaborate intricate exposition." This design may be used even by those who have little knowledge of educational theory and practice. Houle has also focused the great body of educational research of the past fifty years, so that no matter how sophisticated the educator, he can still fit his knowledge about this research into the program design.

The fundamental system has two parts. These are complementary activities: first, examination of the situation in which

learning occurs to determine the "chief designer" of the program, which designates a general grouping and the basic category to which the program belongs; and secondly, the application to that situation of a basic framework or model in order to produce a design or program. These two activities will be discussed separately, although in practice they are dependent upon each other, the first being the categorizing of the adult educational activity and the second being the program framework and its components.

Categorizing the adult educational activity: The first step in applying Houle's system is to categorize the adult educational activity being observed. Houle thinks that there are eleven categories general enough to encompass most adult educational programs. He suggests taht examination of the situation in which the learning activity occurs determines its basic category. In order to place an adult educational activity or program into a category, it is useful to understand its form and assess its relative utility of each category. To do so, one must look beneath the surface of the formal setting in which learning and teaching take place.

The eleven suggested categories are divided into four groups, indicating the type of student groupings: individual, group, institution, and mass, as shown in Table 1. If the adult education activity is working only with the individual, for example, it is in category C-1 or C-2. In both cases, only one student is involved in the learning situation. If the adult educational activity is working with groups, there are four categories. In each case, the activator or chief designer of the program differs, placing the program responsibility upon a different individual or group consisting of either the student, the teacher, a committee, or more than one group.

If the adult education acitivity works with institutions, the approach is to place responsibility for planning in four additional categories. To have an adult educational activity for a "mass" population, still another approach to program

TABLE 1

MAJOR CATEGORIES OF EDUCATIONAL DESIGN SITUATIONS

	Individual
C- 1	An individual designs an activity for himself.
C- 2	An individual or a group designs an activity for another individual.
	Group
C- 3	A group (with or without a continuing leader) designs an activity for itself.
C- 4	A teacher or group of teachers designs an activity for, and often with, a group of students.
C- 5	A committee designs an activity for a large group.
C- 6	Two or more groups design an activity which will enhance their combined programs of service.
	Institution
C- 7	A new institution is designed.
C- 8	An institution designs an activity in a new format.
C- 9	An institution designs a new activity in an established format.
C-10	Two or more institutions design an activity which will enhance their combined programs of service.
	Mass
c-11	An individual, group, or institution designs an activity for a mass audience.

Source: Cyril O. Houle, The Design of Education (San Francisco: Jossey-Bass, Inc., 1972), p. 44.

planning occurs. These varied categories or choices are necessary, since there are countless adult education situations which do not suit the classroom.

This choice of who takes the responsibility for program design is an alternate way to undertake an education. The difference between categories lies in the source of authority and direction. Deciding on the chief designer of the program distinguishes it from other categories.

Each educational category has its own protagonists. To

have harmony and understanding of program process choices in adult education, it becomes apparent that a typology of the categories into which learning and teaching situations can be fitted must be applied. Houle emphasizes that some may still prefer one form to another and try to superimpose their preference. Looking for one solution to a complex problem is common in education, especially in literacy and reading. However, those who seek to make sense of a whole field and understand the complexity of both reading and programming will look at each category and assess its relative utility. In this way, circumstances in which the educational activity exists will influence the choice of program approach, not the program approach influence educational activity. Frequently, programmers put the cart before the horse, that is, select the program designer before the resources available for programming are considered.

The eleven categories shown in Table 1 are the most common in current practice, each being a different source of authority and direction for planning and control which are distinct actions having an entirely differing affect upon the individual being taught. Education is strongly influenced by the nature of the "category" in which it is conducted. Therefore, category selection is of the utmost importance to program results. The categories are not inherently superior to one another, but they are different from one another in establishing both the ends and the means of the learning process.

As an example of the effectiveness of a category choice and the influence of this choice on an existing program, the ABES program will be analyzed. A chief designer will be selected who fulfills program activities as far as authority and direction of program planning are concerned. The requirements of this designated category will be used to compare and evaluate the ABES program. Thus, the program changes, strengths, and weaknesses will be observed.

Step 3: look at who does the planning, select major categories of educational design, and categorize by determining

the "chief designer" of the activity: From Table 1, it is clear that four choices exist to activate a program. The initiator or activator becomes the chief designer. This can be a group of teachers, the teacher of a group of teachers, a committee, or two or more groups designing an activity.

Careful study of the ABES records reveals that the chief designer of the program in 1963 was a group of teachers planning a program for or with a group of adult students. This has been consistently true over the ten years observed. Over the years, adult students have participated in the planning process more and more, but not to the extent of initiating their own programs. By studying this category in relation to Houle's educational design, it is possible to note how the ABES pilot projects fulfilled requirements in both 1963 and in 1973.

When the teacher or group of teachers assumes full responsibility for planning and activating a literacy program, becoming the chief designer, such as occurred in ABES, teacher qualifications and attributes should be as given below.

Teachers qualifications:

(a) He has a clearly defined role, which sets him apart from the students.

(b) He is aware of all that the students are supposed to learn.

(c) He has already mastered this knowledge himself.

(d) He has usually gone beyond this point in his knowledge.

(e) He operates with some conception of educational methods.

Attributes of the activity when teacher-initiated:

(a) Instruction is provided to a group.

(b) A sense of "community" can exist among members.

(c) Because of the authority of the teacher, students relinquish some of their decision-making authority over the program design.

(d) Students collectively can provide a powerful aid to learning by sharing ventures and emotionally and socially reinforcing each other.

(e) Skilful teachers and learners can overcome apparent disadvantages by using the group as a means of achieving

rapport required when education is cooperative rather than one-to-one.

Advantages and disadvantages of this approach:

The advantages of using the teacher or a group of teachers as a program chief designer can be summarized as follows:

(a) It has been most widely used of any category for adult programs.

(b) Great and brilliant teachers have used this method.

(c) Abstract knowledge can be brought directly to bear on the needs of adult students.

(d) Values of this category are applauded by sociologists.

(e) Democratization of educational opportunity can best be achieved by teacher-directed group instruction.

(f) It is flexible: in linking periods of learning, one class session is an "act," a series then equals an episode, an aggregate of episodes equals a basic pattern, and then becomes an institution. Put in a series of aggregates, the person then can earn a degree.

(g) This method has significance not only for youth, but also for improvement of adult education.

(h) Principles used are stated objectives, demonstrated skill, determined readability -- constructed achievement of tasks which are relevant.

(i) Impetus to study comes not from established expectations of society, but from a student's interaction with conditions in his life.

(j) Choice of whether to enter class belongs to the student, not to the society.

There are several disadvantages of having the teacher or teachers initiate and carry the full program responsibility. These can also be summarized.

(a) Teaching tends toward repetitiveness and may become formal and rigid.

(b) Early sessions may be planned creatively, but in time, (six months) routines are established and become rigid.

(c) The generality of the group may blur differences among individuals and lead the teacher to comfortable belief that each class is made up essentially of the same people.

(d) This method is likely to become "operative" rather than "cooperative" education.

(e) Stage D can be avoided by the teacher's thinking each act and episode in terms of unique components.

Furthermore, the teacher of adults who are taking the action must be aware of various aspects of adult maturity and life-style which place them in a different light than when using the same teaching style with young people. These differences are:

1. The adult has a background of knowledge, skill, and judgment which enrich his learning and that of his classmates.
2. The adult may be rigid, opinionated, or forgetful, particularly if he does not keep his mind and body active, which may create special problems for the teacher.
3. The teacher of adults does not have to have the general power necessary for working with youth.
4. The adult teacher has special authority based upon his mastery of the subject matter and his teaching skill.
5. The teacher of adults can be challenged by the maturity of his students.
6. A network of interpersonal associations must be built within the classroom.
7. Adults consider education secondary to the non-educational tasks of survival and daily work.
8. The adult may use this new knowledge to look at old situations and make interesting connections. There is more direct application of learning and transfer of knowledge when teaching adults.

Implications of the Teacher Planning a Program for and with a Group of Students

This educational design in which the teacher is the chief program designer is universally accepted, used and proven. It eliminates many of the hazards of program planning in populations where illiteracy abounds. Since it is familiar to both the teachers and the students, it has status and gives a needed structure. The illiterate student may not be ready for educational situations that demand participation, cooperation and active leadership. Therefore, the rigidity and lack of identity may be minor problems handled by means other than the selection of a different educational design.

A review of the literature shows that there are other ways to select the chief designer which have been effective in various cultural settings. These programs have religious, political, and economic emphases. One uses an individual as a category, one uses a group, and the third uses an institution. Close examination of each approach demonstrates that each differs in who is responsible for the program and how the adult student learns in the selected setting.

Recognition of these differences creates a base for study and understanding of the approaches and village programs being widely used, which in turn clarifies the purpose of programming.

The Use and Definition of Program Elements

To clarify a principle it is important to break it into concepts, examine these, and restore the findings to a unified whole. To discover the major concepts of the ideal program, many programs were analyzed using a card system. The Journal of Literacy Discussion covers many programs and their major emphases. By recording these and sorting them by areas, the concept of "elements" was developed. By so looking at a program, many issues become clear.

A Definition of Program Elements

Step 1: break the program into the elements important to that particular program plan: Program elements are common to all programs. The primary elements are: materials, location, planning, student participation, teacher participation, supervision, support, and follow-up. These elements could be added to and also divided into smaller groupings for closer observation.

The Function of Program Elements

The implications of the eight program elements for program

analysis and program building seem obvious. However, in grouping and designating them it was found that programs frequently omit one or more. The omitted most frequently are supervision of the village program and location of the program.

Step 2: observe the resources available in each element before deciding on a category: By using these as "elements" and comparing them with the ABES program as well as the three major approaches to literacy programming, the importance of each element and its function in the total program becomes clear. Before deciding to start a program, a careful examination of resources available in the developing country and especially the villages clarifies the availability of each program element. For example, if printing resources are not available, printed materials must be imported. If the spoken language is not printed, materials must be created or discovered. In these cases, the purchase or development of professional materials will be an economic disaster unless funding is readily available. Often obvious problems can be considered by using the elements as a basis of need, eliminating many hours of inappropriate program initiation.

Observing Long-Range Program Change

By using a model such as Houle's, it is possible to analyze a program over a period of years and record its change and growth.

Step 1: the explanation of Table 2: a basis for program analysis: A summary of the changes made by the Adult Basic Education Society is outlined in Table 2. Other programs using a teacher or group of teachers designing a program for a group of adult stduents can be compared both to Houle's educational design and ABES requirements.

The following discussion of each element may clarify Table 2 and point out areas which create problems in program planning. Table 2 starts with materials. The three major

approaches to literacy will be compared. An outline of the additional six categories can be obtain from The Design of Education. The four categories outlined here are those usually applied to literacy programs.

ABES now has televised literacy programming, which Houle says requires strengths in areas not considered in the "group" situation under which ABES has operated. It is necessary for ABES to be aware of the new demands which must be met for success. A review of these prior to the investment of funds will ensure success as well as financial security for the program. A simple factor such as keeping television sets in villages secure and operable could make or break an extensive and well-planned program.

Step 2: a discussion of the elements in Table 2 and their implications: Since the four major approaches usable in village literacy programs will be discussed, a comparison of these will clarify each approach.

The Approach to Materials when the Teacher is Chief Designer

Using Table 2, it can be seen that Houle's requirements for materials when the teacher is the planner assume that the materials are provided and prepared by professional teachers. In 1963, this was true for ABES programs. However, materials were limited and difficult for the student to use as they were written in Urdu and there was little correlation with the spoken language of the area. In 1973, these problems had been partially corrected at least, the materials greatly improved, and supplementary materials provided. This change occurred because of the inclusion on the ABES staff of a journalist who acted as publisher, field-testing of materials, careful searching for inexpensive means of printing, a study of the correlation between the spoken language and Urdu using as many common words as possible, the use of visual aids, and constant vigilance of materials used.

The Approach to Teaching Method when the Teacher is Chief Designer

Table 1 shows that requirements for this category are definite. In teacher-directed group instruction, the leader has a clearly defined role and usually uses straightforward exposition when presenting lessons. Principles used to state objectives, demonstrate a skill, determine readability, or construct achievement tests are both defined and relevant to adult learning.

In 1963, ABES teachers used the lecture method. Use of achievement tests and objectives was minimal. Materials were difficult to read because reading levels had not been determined, and reading tasks themselves were not necessarily relevant to student needs. In 1973, these problems were solved by revising materials, varying teacher presentations, controlling class size, and defining the length of the pilot project. Considerable growth and change occurred in teaching methods used from 1963 to 1973.

The Approach to Student Participation when the Teacher is Chief Designer

One of the attributes of this use of the teacher is that instruction is provided in a group, which gives a sense of community among adult students. Table 2 shows how Houle outlines the amount of student participation that occurs. The teacher is the activator in this category, and the student relies upon him to plan the program. However, students help plan in a casual way, thus giving them a feeling of being part of the total program.[3]

A second requirement stipulated by Houle is that adult students come of their own initiative to classes. This is significant, as the adult student can drop the course at any time, for any reason, and drop-out can become a major program deterrent. In the first five years of the ABES programs, the drop-out rate was above sixty per cent of the

enrolment in each pilot project. As a result, the programs were considered failures. In 1973, with specific efforts toward students' participation in planning and orienting materials to their needs, this drop-out rate decreased to less than twenty-two per cent in a six-month program.

The pilot project records reveal a complete change in the attitude toward the student. In 1963 the failures of the project were attributed to the teachers, but in 1973 it was realized that even with excellent teachers students would not participate if their needs were not met.

In 1963, many people attended classes, but emphasis quickly shifted from the large group to smaller groups, where individualization could occur. With this shift, the drop-out rate decreased. It was assumed by the ABES staff that participation by the adult student in program planning and the community feeling that existed in the smaller classes was a major contribution to the success of the program. Therefore, when group activity was properly used, adults responded positively.

The Approach to Teacher Participation when the Teacher is the Chief Designer

Houle's requirements for the teacher, as shown in Table 2, are higher than the ABES staff was able to provide in 1963. The role of the teacher was defined in 1963, but teachers had been trained to work with children, so their conception of adult educational methods was weak. By 1973, however, the teacher was receiving additional training in methods, work with adults, use of material, and the pilot project concept. Although teachers were volunteers receiving only a small honorarium, there seemed to be no lack of them. Qualifications for teachers, therefore, could be regulated.

Having the teachers live in the area in which they were teaching was in itself an orientation to the culture, as teachers were familiar with their own people. Over the ten-year

period the teacher was expected to do preparation and individualization and keep accurate records, as well as to establish rapport and teach. Additional supervision and assistance in all aspects of teaching helped them become successful teachers. The ABES staff considered the demand for additional classes in the same areas where classes had been held previously as a sign of success.

The Approach to Location of the Program when the Teacher is the Chief Designer

As shown by Table 2, location of the adult program is decided, according to Houle, by the group or the teacher or even an outside group. The decision concerning the literacy program locations has proved over the ten years to be critical to success. In 1963, location was selected according to the observed need of groups to read. In 1973, the site itself was carefully examined to determine the amount of exposure citizens had had to a "literacy atmosphere" before deciding where to hold classes. The need for contact with literate people, books, newspapers, advertisements, display signs, and schools proved to be an indispensable motivating factor in the literacy classes.

It was also found that literacy classes must be held within a reasonable distance of the ABES offices for the sake of convenience as well as financial savings. Only villages that requested literacy classes were considered, for support of the village officials as well as the desire to learn to read on the part of class members has proved over the ten-year period to cut down on drop-out.

Approach to Planning of the Program when the Teacher is the Chief Designer

As shown by Table 2, planning specified by Houle's category C-4 was not carried out in 1963. Pilot project objectives were unstated, and planning was done without

assistance from such staff members as teachers and supervisors directly responsible for projects. Evaluation did occur, however, and flexible planning allowed for fruitful evaluations. In 1973, program planning was structured and design components of Houle's fundamental system for adult programming were fulfilled. Much growth and change can be seen between 1963 and 1973. The positive response of the adults who requested the programs and the volunteer teachers who worked in them reflects substantial progress even though the design is not balanced as completely as suggested by Houle.

Approach to the Support for the Program Plan when the Teacher is the Chief Designer

As can be noted in Table 2, Houle points out that support for the program must be local and community-centered.[4] In 1963, no local support for the program was sought by ABES staff, as the need for literacy was considered so important that it was thought it should be promoted even if support was not forthcoming from the community. However, in 1973 support for the program from every available source was recognized as vital to its success. Involvement of local leaders in the program solved many social problems created when leaders were negative. Now the village provides facilities and assists financially, and participation has increased over the ten-year period from nothing to complete community support for literacy classes requested.

Supervision of the Program

Although Houle did not mention supervision of the program in the program requirements, it has played an important role in ABES programs. In 1963, supervision was considered the part-time job of the director and assistant director, who were also doing many other tasks involved in implementing the program. It was soon found, however, that with volunteer

teachers it was necessary to give them full support and assistance by providing adequate supervision. In 1973, supervision was considered as important as teaching. Supervisors are carefully selected and trained. These positions were filled in 1973 by long-term employees who knew the tasks at hand and functioned without supervision themselves except in rare situations. It was the consensus of the ABES staff that without supervisors the program would fail.

Follow-up to the Literacy Program

Houle does not state requirements for the follow-up stage. However, as the ten-year span passed, the ABES staff began to feel that follow-up could be the most essential element of the project. In 1963, follow-up did not occur, as the staff did not exist to do so. In 1973, many indirect methods were used for follow-up other than providing a staff to do so. For example, supplementary materials were provided for neo-literates. The use of other active social organizations as well as government branches to create materials written at basic reading levels for beginning readers proved successful. Much future follow-up is planned by means of libraries and television and radio programs. Need for these activities was recognized before 1973, but because of the financial situation of the country, funds were not available. Further research in follow-up methods for literacy classes is planned.

Following a Program through a Program Design

Houle's second suggestion for an educational design is the use of a "program design," breaking the programs into definable steps.[5] This can be expressed by the times during a program when major decisions are made. Another definition would be areas of program action which form "central themes." A literacy program can be created by following a program design. It can also be evaluated by thinking through the existing program in the light of a sound program design.

TABLE 2

SUMMARY ANALYSIS OF THE ADULT BASIC EDUCATION SOCIETY

Houle's Category* C-4	ABES Program 1963	ABES Program 1973
Materials		
1. Provided 2. Professionally developed	1. Provided 2. Professionally developed 3. Not based upon spoken language 4. Limited materials -- one primer -- no supplementary materials	1. Provided 2. Professionally developed 3. Closely correlated with language 4. Step-by-step programmed presentation 5. Visual aids included 6. Paperback supplement in interest areas provided 7. Fee charged for materials
Teaching Method		
1. Straightforward exposition 2. Constructed achievement tests 3. Determined readability 4. Assigned relevant tasks	1. Lectures presented 2. Constructed achievement tests 3. Readability levels not determined 4. Non-relevant assigned tasks 5. Uncontrolled class size	1. Straightforward exposition 2. Constructed achievement tests 3. Determined readability 4. Tasks assigned were relevant 5. Presented step-by-step lessons 6. Class size 10 to 12 7. Used three primers and many small books 8. Daily lessons for six months 9. Writing and math included
Student Participation		
1. Group activity 2. Students help plan in casual way 3. Students come of their own initiative 4. Students rely upon teacher authority	1. Large group activity 2. Students not included in planning 3. Students did not come of own initiative 4. Students relied upon teacher authority	1. Small group activity 2. Students included in planning 3. Students came of own initiative 4. Students relied upon teacher authority 5. Student had to reside in the area 6. Anyone can participate 7. Age 14 or above was adult 8. Women showed better progress and attendance than the men
Teacher Participation		
1. Defined role 2. Has mastered material 3. Has ability and training in 4. Has concept of educational methods 5. Trained in training lessons 6. Understands and can work with adults	1. Defined role 2. Fair knowledge of material 3. Some teacher training 4. Little concept of educational methods 5. Some training lessons 6. Little understanding of adult in educational setting	1. Defined role 2. Mastered material 3. Ability and training in teaching 4. Had conception of educational methods 5. Had had extensive training lessons 6. Understood and could work with adults 7. Refresher training course participant 8. Volunteer honorarium paid 9. Resided in area where teaching 10. Volunteered of own initiative
Location		
1. Decided by group, teacher or outside group	1. Decided by ABES staff	1. Decided by village request for literacy classes 2. Based upon evidence of "literacy atmosphere" 3. Located within 25-mile radius of ABES offices 4. Final decision made by ABES staff
Planning		
1. Must have objectives 2. Planning done by group or teacher 3. Planning follows design components 4. Evaluation occurs 5. Planning flexible	1. Objectives not written 2. Planning done by outside group (ABES staff) 3. Design components not balanced or followed 4. Evaluation occurred 5. Planning flexible	1. Objectives stated clearly 2. Planning done by everyone involved in program 3. Design components included but not balanced 4. Evaluation occurred but based upon inferential criteria 5. Planning flexible

TABLE 2 (cont'd)

Houle's Category* C-4	ABES Program 1963	ABES Program 1973
Support		
1. Local support 2. Community and village support	1. No local support requested 2. Little community and village support	1. Local support demanded 2. Community and village support demanded 3. Local leaders formed committee 4. Teacher selected by local leaders 5. Facilities for class provided by village 6. Financial support from material sales 7. Outside groups provided financial support 8. Support of other institutions given 9. Government support provided
Supervision		
1. Not mentioned by Houle	1. Director and assistant director acted as supervisors	1. Supervisors provided 2. Supervisors trained 3. Supervisors had defined role 4. Supervisors natives of area where they work 5. Supervisors had been literacy teachers 6. Supervisors had mastered materials and techniques 7. Supervisors included in planning and evaluation 8. Supervisors on salary 9. Supervisors worked with village leaders and helped select teachers 10. Supervisors coordinators between ABES staff, teacher, and village leaders 11. Supervisors handled records, funds, and materials
Follow-up		
1. Not mentioned	1. Follow-up did not exist	1. Supplementary materials provided in interest areas 2. Direct contact and planning done with other social organizations 3. Local libraries planned 4. Television programs and radio programs produced 5. In-depth research planned

*A teacher or group of teachers design an activity for, and often with, a group of students.

Using the ABES's literacy program as a model, each step of an adult educational framework or program design will be reviewed. The discussion will focus on the ABES program in 1963 and in 1973. Thus, it will be possible for the program planner to see how evaluation of a program can be done, with areas of strength and weakness becoming obvious.

In addition, other programs can be evaluated, making it possible to avoid spending funds on programs lacking resources, leadership, and teaching methods. Providing time to plan a suitable format for the program before starting full-scale production and incorporating a pilot project into planning will give the new program an opportunity to succeed.

Using Houle's Framework and Components of Educational Design

The second part of Houle's system is a detailed analysis of the program design. To analyze the changes in the ABES program between 1963 and 1973, Houle suggests that a second step be taken after the category is decided.[6] This is to apply the decisions and components of an adult educational framework, as outlined in Figure 1. By placing the program in its proper category, general direction is given to the program as a whole. Then, by pursuing this design, seeing that all of the program elements are included and balanced will give a framework around which an adult educational activity may be observed. These components will be explained and discussed as each step in the framework is reviewed.

The "central themes" are called decision points. They begin with identification of an educational activity and follow through each step of an adult educational program. Houle states that "these themes tend to synthesize and bring coherence to what otherwise is a shapeless body of facts and principles."[7] It is not necessary when planning a program to have these central themes in order. However, in this study the sequence used by Houle's design will be followed. With this base, the ten pilot projects conducted by ABES

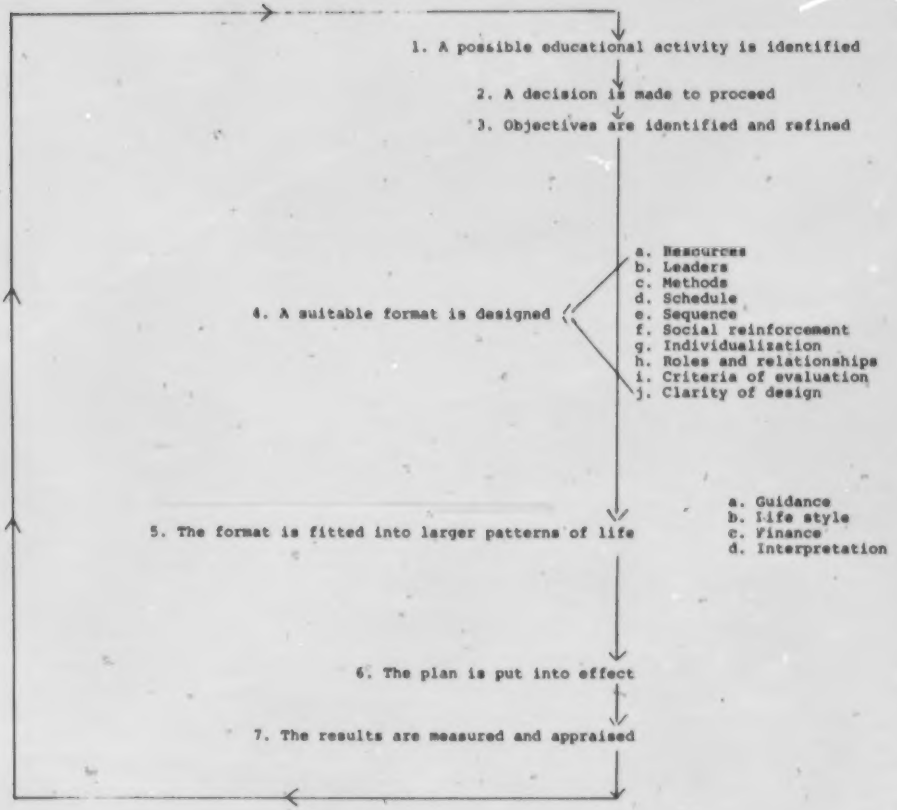

1. A possible educational activity is identified
2. A decision is made to proceed
3. Objectives are identified and refined
4. A suitable format is designed
a. Resources
b. Leaders
c. Methods
d. Schedule
e. Sequence
f. Social reinforcement
g. Individualization
h. Roles and relationships
i. Criteria of evaluation
j. Clarity of design
5. The format is fitted into larger patterns of life
a. Guidance
b. Life style
c. Finance
d. Interpretation
6. The plan is put into effect
7. The results are measured and appraised

Figure 1: Decision points and components of an adult educational framework
Source: Cyril O. Houle, The Design of Education, San Francisco: Jossey-Bass, Inc., 1972.

staff between 1963 and 1973 can be analyzed and ordered in program design, pointing up the program's strengths and weaknesses both in 1963 and in 1973.

Decision Point 1: Possible Educational Activity Identified

In 1963 the ABES staff began to reorganize. Based upon the activities of a small group which had been working in adult literacy in the area since 1936, the ABES staff defined an educational activity to pursue, namely to teach illiterate adults living in the Punjab to read so that religious materials might be understood. It was hoped that social change would result.

The reason for selecting this particular activity and setting up a religious goal was the observation made by the staff of the living conditions in the area. Evidence of extreme poverty, multiple social problems, the lack of problem-solving abilities, the need for increased food production, skill improvement, and better health practices confirmed a need for a strong educational base and for a kindling desire by the people to better themselves. Learning to read would make spiritual faith available as well as provide the ability to learn vocational tasks, upon which industry could be based.

By 1973, this goal or activity had been redefined. The basic assumption that religious materials should be read was recognized as "imposed". Though the people frequently selected religiously-oriented reading material, there were several other areas of interest. The task of teaching the people to read was retained, but the goal was redefined as to teach the illiterate adults of the Punjab to read so that they could fulfill their own needs. This restatement of ABES aims was reflected in all elements of the program. Religious paperbacks were retained, but other subjects were added. The choice of students broadened, location of classes was reconsidered, and a broader support group was possible. This change of thinking began in 1965 and gradually the ABES

program was replanned so that in 1973 the classes were totally non-sectarian, the teaching staff was ninety per cent Muslim, the ABES board was made up of every religious group in the area, and the ABES staff was hired on the basis of ability with no reference to religious affiliation.

TABLE 3

DECISION POINT 1: POSSIBLE EDUCATIONAL ACTIVITY IS IDENTIFIED

Activity - 1963	Activity - 1973
To teach illiterate adults living in the Punjab to read so that religious materials might be understood and lives enriched. It was hoped that social change would result from this enlightenment.	To teach illiterate adults of the Punjab to read so that they can fulfill their own self-felt needs, whatever they may be.

Decision Point 2: The Decision to Proceed

To make the initial decision to proceed with an adult educational program, three basic elements are important. If these are not fulfilled, it is best to decide not to proceed.

1. Adequate understanding of the potential audience must exist.
2. Decisions must not be made rapidly.
3. Decisions should be made without emotional involvement, by thinking through all alternatives coolly and rationally. If this is done, a rewarding design will be created.

The three major goals used in 1963 and through 1965 are given below for comparison purposes. (See Table 4.) The major goals of the ABES staff are listed chronologically in Table 5.

Taking the three goals set out in Table 4, it can be seen that they do not fulfill the elements which constitute an adequate decision to proceed with a program. The decision

TABLE 4

DECISION POINT 2: A DECISION IS MADE TO PROCEED

1. To reach as many people as possible and teach them basic skills required for reading.	1. To reach the truly motivated adult who had a "self-felt" need to learn to read, the size of group being coincidental.
2. To teach adults reading to enable them to further their religious beliefs by reading for themselves either the Bible or the Koran.	2. To teach adults to read to enable them to read any material of interest to them. A special effort was made to make these materials readable.
3. To teach a minority group to read in order to help them free themselves from minority group status through better employment possibilities.	3. To offer reading classes to anyone within the designated area and eliminate "target" groups. The only requirement was desire to read.
	4. To strive for a "model" program for replication by others in the area.

TABLE 5

ANALYSIS OF THE MAJOR GOALS

Major Goals	1963	1964	1965	1966	1966	68-71	1971	1970-1	1972	1973
1. To reach as many people as possible and teach them basic skills required for reading	X	X								
2. To teach adults reading to enable them to strengthen their religious beliefs by reading either the Bible or Koran	X	X	X							
3. To teach a minority group to read in order to help them free themselves from minority group status through better employment possibilities	X	X	X							
4. To concentrate staff efforts on limited geographical area and attempt to make that area a hundred per cent literate			X	X	X			X		
5. To reach everyone in the area regardless of the reasons adults might have for learning to read (no target group)			X	X	X	X			X	X
6. To strive for a "model program" by making project smaller but successful			X	X	X	X		X	X	X
7. To make program a product of planning by people in the course -- use of "self-felt" needs				X	X	X		X	X	X
8. To constantly evaluate all aspects of program (attempt to lower drop-out rate)				X	X	X	X	X	X	X
9. To use local leaders for guidance and program support					X	X	X	X	X	X
10. To perfect materials so that they could be duplicated for use in other literacy programs					X	X	X	X	X	X
11. To include more than one village in specific area but keep area small					X	X	X	X	X	X
12. To redefine "need" for literacy to include economic as well as educational needs					X					
13. To redefine "successful program." Only successful programs worthwhile. Success defined as "high" motivation and "low" drop-out					X	X	X	X	X	X
14. To redefine "need for literacy," "the most interested student" -- one who had a self-felt need to learn to read despite observed needs, but leaving student to come to class on his own initiative						X	X	X	X	X
15. To reach truly motivated student by determining location of literacy program, placing program only in areas with "literacy atmosphere"						X	X	X	X	X
16. To establish company to publish ABEE materials						X	X	X	X	X
17. To use only volunteer teachers							X			
18. To attain success through contract learning								X		
19. To use materials with youth 10 to 15 years of age								X		
20. To emphasize follow-up by using functional literacy format in supplementary materials									X	X
21. To increase enrolment but keep cost low									X	X
22. To assist other groups to use materials and do follow-up										X

TABLE 6

A COMPARISON OF ABES MAJOR GOALS WITH HOULE'S CONTROLLING ELEMENTS

	Houle's Controlling Elements of an Adequate Objective				
ABES MAJOR GOALS	Rational	Practical	Action Oriented	Pluralistic	Hierarchical
1. To reach large numbers of people	No	No	No	--	--
2. To teach adults to read to enable them to strengthen their religious beliefs	No	No	No	--	--
3. To teach a minority group to read in order to free themselves from that status	No	No	No	--	--
4. To concentrate efforts in a geographic area on 100% literacy	No	No	No	--	--
5. To reach everyone in area regardless of reason	No	No	No	--	--
6. To strive for "model" program	Yes	Yes	Yes		
7. To make program a product of planning of people involved	Yes	Yes	Yes		
8. To have constant evaluation	Yes	Yes	Yes		
9. To use local leaders for committees	Yes	Yes	Yes		
10. To perfect materials	Yes	Yes	Yes		
11. To gradually include more villages	Yes	Yes	Yes		
12. To redefine "need" to include economic as well as educational needs	Yes	Yes	Yes		
Remainder of master goals fulfil the criteria					

TABLE 6 (cont'd)

Discriminative	Objectives Need to Be: Changed	Add Others	Change Emphasis	Abandon	Year Major Goals were Implemented	Pilot Project Number
No				Yes	1963	1
Yes		Yes			1963	1
Yes			Yes	Yes	1963	1
No			No	Yes	1965	3
Yes	Yes				1965	3
Yes					1965	3
Yes					1966	4
Yes					1966	4
Yes					1966	5
Yes					1966	5
Yes					1966	5
Yes		Yes			1966	6

TABLE 7

DECISION POINT 3: OBJECTIVES IDENTIFIED AND REFINED

Specific Objectives 1963-1972	Specific Objectives - 1973[1]
1963	
1. To experiment with using volunteers rather than full-time paid teachers[2]	1. To use regular volunteer teachers paid a small honorarium
2. To observe results of teachers performing who had had basic teacher-training course provided by ABES staff[3]	2. To expand teacher training to include monthly refresher courses
3. To make survey preceding the literacy course and base number of classes, etc., upon figures obtained[4]	3. To make survey preceding each literacy course to gain insights about audience to be served, number of illiterates being irrelevant
1965	
1. To plan at the central office in such detail that nothing could go wrong[5]	4. To carefully plan each program with help of staff, village leader, village committee, teachers, and students
2. To experiment with paid supervision dedicated to full-time work[5]	5. To use paid, full-time supervision in direct proportion to number of classes being held
3. To experiment with supervisor actually living in area where classes are being held[5]	6. Supervisors to live near ABES staff office and travel to villages by bus or car, not to attempt to live in villages while working there
4. To experiment with training program for supervisor[5]	7. To enlarge training program for supervisor
5. To experiment with concentrating whole ABES staff upon one pilot project at a time[5]	8. To continue to concentrate whole ABES staff upon one pilot project at a time
6. To experiment with asking for help from village itself -- in this case, village to provide a room for the supervisor[5]	9. To ask each village to give full support to classes requested by having village committee and furnishing teacher, room with facilities, place for graduation, and moral support for teacher and students
7. To experiment with including elected officials of the village in planning program[5]	10. To include village opinion-makers (or local leaders) in planning programs
8. To experiment with hiring fewer but better teachers and to give them better basic training[5]	11. To have basic competency requirements for teachers, tests, and materials to read as well as basic teacher training course
9. To attempt to condense complete literacy lesson into 45 minutes of class time, including reading, writing, and mathematics[6]	12. To include twenty minutes of intensive learning of new material in each literacy lesson
10. To try to use regular meeting of local leaders as basis for planning program[6]	13. To select local committee to assist in planning program
11. To try to use college students as teachers in the classes[6]	14. To use as teachers only those in classes able to attend each lesson
12. To observe work of frequently used substitute teachers[6]	15. To avoid using unknown substitute teachers; having two teachers per class acquainted with class members
13. To attempt to evaluate rural areas versus urban areas for successful program locations[6]	16. To use only locations having "literacy atmospheres," these being urban areas at this time
14. To try more surprise visits to observe and analyze teachers' work as well as improve over-all program[6]	17. To have director and supervisors observe and analyze the teachers as frequently as possible on unscheduled basis
1966[7]	
1. To use more detailed teacher training	18. To evaluate constantly teacher training program and upgrade it
2. To use rural village to compare results with urban programs	
3. To test "motivation kit," survey kit used with local leader and teacher talking to each prospective student. Kit contained materials and books used in course	19. To continue to inform incoming student as completely as possible concerning every aspect of course, using motivational kit as one means
4. To test sending out mimeographed newspaper; when classes reached third stage of reading, class news was printed	20. To continue with newsletter and add regular newspaper written at two reading levels for wide distribution through Punjab

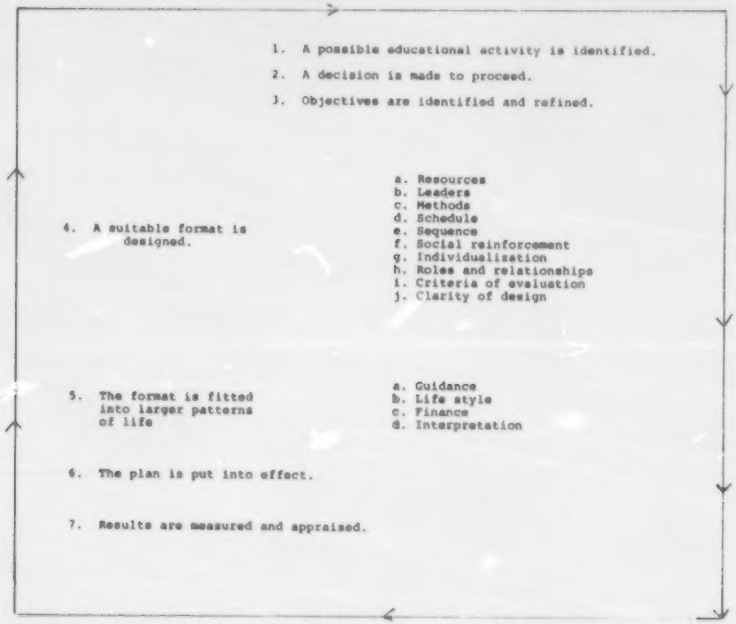
TABLE 7 (cont'd)

Specific Objectives 1963-1972	Specific Objectives - 1973[1]
1968-71[8]	
1. To experiment with starting with only women in the classes, as they seemed most highly motivated	21. To recognize that women progress quickly with materials and methods, further research to be done to find contributing motivational factors
2. To include several villages in one pilot project but continue to confine project to twenty-five mile radius of ABES staff offices	22. To include as many as 100 village classes in one pilot project. Controlling factor is number of teachers qualified and available, number of sincere requests, and number of supervisors available
3. To continue to open classes to everyone in village and to avoid using target groups	23. To open classes to anyone sincerely interested, willing to pay small fee for his materials and to attend classes regularly
4. To continue to define successful program as high motivation and low drop-out rate	24. To continue to define successful programs as those having high motivation and low drop-out rates
1971	
1. To experiment with teacher motivation through financial rewards to teacher whenever anyone read at at an assigned level[9]	25. To avoid using extrinsic measures for motivating the teachers other than small honorarium provided
2. To experiment using teaching materials with the youth groups -- age 10 to 14 -- at request of the government[10]	26. To include only adults over 14 in classes
	27. To avoid use of target groups unless for requested research
1972[11]	
1. To learn needs and problems so that literature of basic course and follow-up reading could be relevant to daily living	28. To continue including opinions of adult students when evaluating and creating materials
2. To test new types of teaching aids so that presentation could be effective and efficient	29. To improve field-testing techniques by further training of staff and to field-test all materials before classroom usage approved
3. To determine length and scheduling of training required for teachers to reach satisfactory standard, measured by progress and results of classes	30. To further research teacher training and use more field experience as base for learning, as well as variety of teaching approaches
4. To evaluate plans and development of follow-up reading habits of literacy graduates	31. To include in 1974-5 budget funds for in-depth research of past students in the program
5. To recruit potential personnel for full-time adult education work to provide them with further training	32. To consider during coming year the possibility of training further personnel for replicating the "model" created
	33. To develop newly-acquired reading habits of neo-literates through newspapers, libraries, and follow-up books
	34. To provide specialized knowledge to neo-literates on vocational subjects, health needs and social problems
	35. To evaluate projects by comparing them closely with previous pilot projects
	36. To establish work centers for both demonstrating and working on such practical projects as handicrafts, sewing, cycle repair, and preserving and canning techniques by applying new ideas and using available materials and resources

Sources: [3]Pilot Project 1
[4]Pilot Project 2, Specific Objective 2
[5]Pilot Project 3, Specific Objective 1 through 10
[6]Pilot Project 4, Specific Objective 1 through 6
[7]Pilot Project 5, Specific Objective 1 through 6
[8]Pilot Project 6, Specific Objective 1 through 12
[9]Pilot Project 7, Specific Objective 1
[10]Pilot Project 8, Specific Objective 2
[11]Pilot Project 9, Specific Objective 1 through 5

TABLE 8

SUMMARY SHEET
DECISION POINTS AND COMPONENTS OF AN ADULT EDUCATIONAL FRAMEWORK



		ABES PROGRAM 1973
1. A possible educational activity is identified.		ADEQUATE
2. A decision is made to proceed.		ADEQUATE
3. Objectives are identified and refined.		ADEQUATE
4. A suitable format is designed.	a. Resources	FAIR
	b. Leaders	POOR
	c. Methods	FAIR
	d. Schedule	STRONG EMPHASIS
	e. Sequence	STRONG EMPHASIS
	f. Social reinforcement	FAIR
	g. Individualization	POOR
	h. Roles and relationships	FAIR
	i. Criteria of evaluation	POOR
	j. Clarity of design	POOR
5. The format is fitted into larger patterns of life	a. Guidance	POOR
	b. Life style	POOR
	c. Finance	FAIR
	d. Interpretation	FAIR
6. The plan is put into effect.		FAIR
7. Results are measured and appraised.		POOR

Source: Cyril O. Houle, The Design of Education (San Francisco: Jossey Bass, Inc., 1972)

Resources: As noted in Table 9, resources in Pakistan for making educational materials in 1963 were difficult to obtain. Economic development had not started then. However, imports and manufactured goods have since increased, and in 1973 the ABES staff was able to publish materials and books using imported paper. There was still a shortage of resources of every kind, such as trained leadership in educational fields. Resources seem to be one of the most difficult areas to compensate for when working with literacy classes in an underdeveloped country.

Leaders: Most of those who worked for ABES in 1963 are still with the group. These people have expanded their capabilities and are now holding more responsible leadership posts with the ABES program staff. Others have been added to the ABES staff over the years and trained within the program itself. In 1973, according to Edwin Carlson, assistant director, trained supervisors were available in limited numbers. However, little attempt had been made to train more than the ABES staff and effective leadership was at a premium. Degree holders in adult education, educated abroad or in Pakistan, were not available. The staff workload was heavy. They work long hours. Leadership is a subject that needs further study and research both to take care of future demands of the ABES program and the need to duplicate the model.

Methods: Selecting and using materials have been steady tasks, and the ABES staff has thought the quality, quantity, and choice of materials available inadequate. The method has been to base lectures on a primer. However, research in this area is needed. If using poorly prepared volunteer teachers, teaching methods must be kept simple and materials must be more supportive. Therefore, experimenting with new teaching methods has been difficult and limited. However, an extensive and successful effort has been made between 1973 and 1977 to prepare televised tapes to present the lesson. The classroom teacher then reinforces and explains the lesson after the viewing.

TABLE 9

RESOURCES

1963[1]	1973[2]
Resources scarce. Only a minimum of paper, printing supplies, etc. available	Resources in form of visual aids and materials for making teaching devices increased and being used
Human resources also not in form of leadership material	Young men and women available for further training in education. However, degree programs in adult education not offered yet
Some trained teachers that could be used with further literacy training available	Volunteer teachers available
	Village leaders available and cooperative
	Transportation to areas improved
	Some telephone communication possible
	Television and radio available to reinforce learning
	Duplicating machines, printing presses, Xerox machines, etc., available for use
	Because of import costs, prices of materials quite high

Sources: [1]Vincent David, Director, Adult Basic Education Society, Gujranwala, Pakistan, personal interview, January 1963.
[2]Numdar, Khan, Ministry of Education, Punjab, Pakistan, personal interview, January 1973.

Schedule: Planning each detail has been one of the strongest points in the ABES program. In fact, it has been over-emphasized.

Sequence: Sequence of activities has been attempted to create a model program. Steps to implement each pilot project were carefully established. In fact, these steps were pursued with such vigour and in such a limited time that time to assimilate information and raise questions was eliminated.

Providing Social Reinforcement: As pointed out by Houle, teacher-directed group instruction may limit student-group involvement. However, the strength of the C-4 category[10] is the community and social reinforcement that can be obtained through group interaction. This area still needs attention on the part of the ABES staff, as frequently the classes are appendages to community activities rather than active contributors to community life. Since the need for literacy is a fairly new concept, time may be required for this activity or any adult educational activity to become an accepted community affair. Social support is becoming adequate as pilot projects become successful and are recurring frequently in the same village area.

Individualization: Attention paid to individual students was still inadequate in 1973. However, plans were laid for programmed materials, increased emphasis on working with individuals, and improved tests to diagnose learning problems. By keeping the class size small, some control over impersonalizatic was possible. Teachers were being trained to work with adults and individualize lessons. Students, as well, worked with one another, increasing individual attention given those slower to learn. Materials have been sequenced (graded). Students stay with one primer until demonstrated ability is proven. However, the limit to the amount of available material at each reading level makes the lessons uninteresting.

Roles and Relationships: Roles of the teacher and supervisor were carefully taught in training courses. However,

the role of adults acting as students for the first time merits further clarification and basic instruction on their role in the classroom.

Criteria of Evaluation: Over the ten years being studied, the basis for evaluating ABES programs has been based on the amount of adult student drop-out during the six-month pilot projects. Since this tool for evaluation is inferential, the success of the programs is unknown. Tests used for evaluation at the end of each course have been revised frequently, but they have not been re-evaluated on the basis of their effectiveness in the student being able to transfer skills learned in classes to a real life situation. Further research is needed, both in the program and with individuals.

Clarity of Design: The ABES staff were not aware of program steps. Therefore, a program design as such has not been followed. ABES staff are authorities, not on programming but on teaching, and they have proceeded to the best of their training to establish a reasonable program design. They have accomplished their goals through trial and error. Weak areas in the design, such as not using the interests of students as a resource and deficient criteria for evaluation were gradually changed.

Decision Point 5: Format is Fitted into Larger Pattern of Life

To fit an adult educational program into the activities of the community, it is necessary to consider four aspects of the life-style of the potential audience. These are:

Guidance: Guidance aspects of the ABES programs have been improved, since teachers live in the area and are personally acquainted with students. However, the program director has noted the need for further training in guidance both in the supervisors' and the teachers' course. In 1963, guidance and help from the teacher were disregarded. The teacher did not know the students and was not necessarily

from the area. In 1973, the teacher lived in the village where he taught, knew adult students, offered effective guidance when problems arose, and gave extra assistance when learning was difficult. This was done unprofessionally, as teachers lacked guidance training. It is an area of training that needs strengthening.

Life-style: The results of education on the life-style of adult students have never been studied by the ABES in a Pakistani village. In 1973, programs were built around adults' free time, fitting in the programs so that their lives were not disrupted. Another consideration was that materials and discussions were to be free of disruptive political aspects. Further research is needed in community reactions to individuals who have changed their status because of further education after becoming adults.

Finance: Financing whole programs locally should be considered. In ABES classes, students bought their own materials, but most financial support came from groups outside the village. Nevertheless, funds did come from Pakistanis themselves in the form of government subsidies and grants so that the burden of finances was more or less local. Limitations on financial support have shaped the program, necessitating a small staff and volunteer teachers. In 1973, the income from the national sales of materials both to other literacy programs and to bookstores made ABES practically self-fupporting. The concept of the student purchasing their own materials for a small fee and paying for their training courses helps finance the projects.

Interpretation: Interpretation of ABES staff intentions was a major point in program planning in 1973. However, it was not a consideration in 1963, which caused the first pilot project to be a failure. Adult students did not know what to expect after learning to read. Early in the program, they expected charitable assistance for the village if they attended literacy classes. In 1973, this confusion had been cleared up, and genuine reasons for holding literacy classes

were accepted by villagers. The success of classes in teaching villagers to read effectively in six months and the purchasing of their own materials has caused adult students to interpret ABES intentions accurately.

Decision Point 6: The Plan is Put into Effect

Houle points out that to make the program effective in a reasonable sequence, the learning design must first be devised and then carried out. Even well-laid plans may require changes. In some cases a complete design is not possible until after the activity begins. This was the situation with ABES in 1963. The first pilot project was by necessity exploratory. For example, study of the audience was not made before pilot projects were started. However, after the program ended, thought was given to pilot projects and from then on pre-planning was possible.

Decision Point 7: Results are Appraised

Houle suggests that while a program is under way, its quality should be constantly appraised, After it has been completed, a judgment of how good it has been should be made. The question "has it been worthwhile?" must be answered. Criteria for evaluation are one element of a format and data relevant to those criteria should be gathered throughout the project or program.[11] The ABES staff verbally assessed the pilot project in 1963 and made changes as the years passed. However, it was not until 1965 that exact criteria for evaluation were considered in program planning. At that time the drop-out rate of adult students was so great that its prevention became the sign of a successful program. Attendance data were gathered to substantiate the success of each project.

In 1973, the evaluation was still based upon the drop-out rate, which Houle considers an inferential criterion. The crop-out rate is considered the basis for success or failure

of each pilot project. It is observed behaviour on the part of the adult student. This behaviour does not indicate whether a change has occurred because of the students' newly acquired reading skill or not. The social aspects of the program may retain students. Further research in this area is planned.

Chapter Summary

In applying Houle's system, ABES's program falls into the category which states that "a teacher or group of teachers designs an activity for and often with a group of students."[12] In 1973 all Houle's qualifications for category C-4 were fulfilled. Giving the teachers leadership placed some restraints on programs. The teacher remains in a planning capacity, and the student relinquishes some freedom to the teacher for effective program implementation. The amount of freedom given to students has increased, making the program flexible and open to criticism and change. Category C-4 requires a balance of emphasis between each program element, which has been demonstrated by the ABES staff. Even though it was unaware of the Houle design, its changes over the ten-year period moved toward it.

In following through on the decision points and components, it is possible to analyze the program objetively. As each component of the design is summarized, it can be observed that there are also structural weaknesses in the program. Centering on one or more formal elements, such as sequencing or individualizing, disrupts the program. Houle summarizes his thinking as follows: "By reflecting over his experiences, the planner comes to realize that he must be aware of all the elements of his format if he is to have the greatest possible measure of success."[13] Several imbalances in ABES program elements can be observed.

Over-emphasis was given to materials, teaching methods, scheduling, and sequencing the program at the expense of the

teacher-student relationship. Social reinforcement, use of resources in leadership, individualization, and understanding of roles and relationships suffered as the ABES staff tried to perfect a "model" program. The desire to decrease drop-out rates caused the focus, however, to return to the students.

A major weakness or fault in the total program appears to be the evaluation criteria. As long as inferential criteria such as drop-out rate and student attendance are used for over all program evaluation, the success of the program cannot be accurately estimated. Further research in this area is particularly needed to obtain an accurate assessment of results of major goals. The major goal of teaching adults to read in their own areas of interest cannot be assessed by looking at how long students remained in classes. They may drop out because they have reached this goal or they may remain in class for social reinforcement. These factors merit consideration.

3

THE THREE PRIMARY APPROACHES TO INTERNATIONAL LITERACY PROGRAMMING

After a careful study of a specific village literacy program and comparison of it to major international approaches to literacy a perspective is given to program development. Many aspects of the literacy programs can be duplicated. However, it is also clear that each program must be tailored to take advantage of local physical resources and educational backgrounds. In addition, programs must work with the materials, facilities, funds, and human resources which exist in a developing country. Recognition of the demands of each approach to literacy prior to program implementation may prevent failure and conserve scarce funding.

Use of an educational design such as Houle's can be used to review international literacy approaches. In this way, due consideration can be given to the basic elements of a program before it begins. By charting these elements, the desired program can be considered along with insights into similarities and differences, a factor frequently overlooked in program selection. This type of review informs the planner of the philosophies and goals of various approaches and reading further will provide still more direction.

Introduction

Applying an educational design to the three major approaches to literacy programming demonstrates differences and shows

that considerations to account for in each. These approaches are (a) the Laubach approach (basically religious), (b) the Freire approach (psycho-social), and (c) the Houle approach (functional literacy). Using Houle's system, it is possible to categorize and compare these approaches.

Religious Approach: Frank and Robert Laubach

The "Each-One-Teach-One-Way" introduced by Frank Laubach and continued by his son Robert Laubach has been, and still is, a widely accepted approach to literacy programming and teaching adults to read.[1] Laubach's book, Toward World Literacy, has a definite philosophy of education.[2] This philosophy has been adopted by such organizations as the Committee on World Literacy and Christian Literature (Lit-Lit), created in 1942 by the Laubachs under the auspices of the National Council of Churches, as well as many other church groups.[3] Using funds raised by church-sponsored organizations, missionaries have held literacy programs successfully all over the world. The Each-One-Teach-One-Way has provided continuity and method as well as materials. The reason for concern on the part of church groups for illiterate man is summarized by Lit-Lit as follows:

> The undereducated man has often lacked opportunity for basic education. Without it he cannot receive the training necessary to earn a living for himself and his family. Ignorance tends to produce poverty and leads to crime. Feeling himself excluded from the good things of this life, the "functional illiterate" finds it difficult to maintain his dignity as a person, a creature of God. The Church is concerned about persons who have difficulty in attaining their potentialities either as individuals or as members of society.[4]

Churches recognize the need for functional literacy, as well as the knowledge and guidance gained from the written

word, with the end goal being social change. They also recongize a level of reading which gives relaxation and pleasure. At a higher level, church members read for inspiration, comfort, understanding of life, and further education. This explains the deep concern of churches to help illiterates read the scriptures with understanding. Lit-Lit stated:

> The church is concerned with the redemption of man from forces and factors that debase, brutalize, and depersonalize. We are, therefore, under divine imperatives to remove the barriers that deprive a person of his true humanity or his authentic self. Inability to read denies a man the opportunity to read the Word wherein he may encounter God and experience one way to accept the challenge to growing discipleship in the world.[5]

Along with the materials created using the Laubach approach have been simplified Bible stories which make the scriptures easier. Frank Laubach was dedicated to teaching every person to learn to read in his spoken language by translating that language into a simple, phonetic form illustrated with pictures. When the adult could learn his own language's alphabet quickly, using this visual means, motivation came immediately. One of the strengths of this approach was that each adult, after learning the primer himself, could teach it to another, reinforcing his/her own learning in the process. Laubach translated 274 languages phonetically. The most difficult language seemed to be Punjabi, spoken in northern India, now western Pakistan. Unfortunately, this is the area where the Adult Basic Education Society is located. Therefore, a successful Laubach phonetic primer was not developed for use in Gujranwala. Other materials were used, however, and the one-to-one teaching approach with some success.

Advantages of this approach are: (a) the speed with which an adult learns to read his own spoken language, (b) the

fact that he is taught on a one-to-one basis and continues to teach someone else, reinforcing his original learning experience, and (c) the ability to reach many people. Frank Laubach estimated that with this approach, during the first year 8 per cent of the population would become literate, 16 per cent in the second year, 32 per cent in the third year, 64 per cent in the fourth year, and in the fifth year a phenomenal 128 per cent, making up for the population growth in the five-year period. At this rate, illiteracy could be overcome in five years. In summary, the long-range goals and specific objectives of Laubach literacy classes and the basic assumptions made by those using this approach are as follows:[6]

Long-Range Goals of the Laubach Approach

1. To teach all adults to read as quickly as possible so that they can read religious materials and acquaint themselves with the spiritual aspects of life.
2. To teach all adults to read so that they can use the skill for further learning and life enrichment.
3. To teach each adult to read so that he, in turn, can teach another adult to read. As a result, a nation can become literate in five years.

Specific Objectives of Literacy Classes

1. To provide a phonetic approach to reading the spoken language to the group being taught.
2. To translate the Bible into this phonetic language as well as write Bible stories with simple language for easy reading.
3. To approach the adult in a small classroom setting (never more than four) giving the adult immediate success with reading so that motivation is automatic and reading is rewarding.
4. To encourage the adult who has learned to read to become a teacher immediately and teach some one else what he has learned.
5. To learn to read so that the adult can teach his own children to read.
6. To teach adults to read so that they can read and in turn learn how to do their work better, and therefore increase their income.

7. In joining others in learning to read, it is hoped that class barriers will lower and new friendships develop.

Basic Assumptions of the Laubach Approach

1. It is assumed that the student in the literacy class is motivated to learn to read.
2. It is assumed that if the materials are kept simple and based upon sounds, everyone can learn to read.
3. It is assumed that a phonetic language will be accepted by the government concerned.
4. It is assumed that creation of the materials in phonetic written form will be done by foreigners or leaders in the country trained in the technique.
5. It is assumed that everyone who is a student can effectively assume the role of teacher and also has the desire to do so.
6. It is assumed that pictures imposed upon letters will have meaning to the new reader.
7. It is assumed that the concept of learning to read in order to read religious materials is a positive and major goal in all cultures.

Analysis of the Laubach Approach

The Laubach approach is tutorial and has been widely used since 1937. The teacher-student relationship is the crux of the plan. Laubach insists that the teacher have an attitude of love, courtesy, respect, and camaraderie towards the student, which is thought to be more important than a strong background in education.

The tutorial approach is one of Houle's eleven different ways to approach adult education, as set out in Table 1. The C-2 plan outlines the approach. To observe the Laubach approach closely as it functions in this category, Table 10 outlines its elements: materials, teaching methods, student participation, teacher participation, location, planning, support, and follow-up. The Laubach approach fulfills each element and enlarges it. For example, it can be seen in Table 10 Laubach's materials are carefully written over a long period, fully field-tested, and constantly evaluated

TABLE 10

ANALYSIS OF THE LAUBACH APPROACH (BASICALLY RELIGIOUS)
CATEGORY C-2 - TUTORIAL TEACHING

Houle Criteria[1]	Laubach Programs[2]
Materials	
1. Provided 2. Professionally done 3. Demonstration instruction 4. Formal steps, logical units 5. Charts, visual aids, etc.	1. Provided 2. Professionally done 3. Created in the field 4. Each word repeated five times 5. Three primer levels: 100 lessons 6. Created over 25-year period 7. Frequent revisions, professionally done 8. Sets standards of achievement 9. Formal steps: logical units 10. Build on needs as seen by government 11. Relevant to community and individuals
Teaching Method	
1. Personal 2. Repetition 3. Not rigid 4. One of these (a) straightforward exposition (b) programmed instruction (c) coaching (d) indirect instruction	1. Personal: one-to-one 2. Straightforward exposition 3. Repetition 4. Meets daily 5. Quick success equals motivation 6. Some rigidity in presentation 7. Pictures with which to associate letters 8. Visual and auditory approach
Student Participation	
1. Masters each unit 2. Has equal status with the teacher	1. Adults only 2. Experience of adults important 3. Anyone can participate 4. Must be mentally alert 5. Must come of own initiative 6. Willing to try teaching someone else 7. Students master each unit 8. Are on equal status with teacher
Teacher Participation	
1. Good teacher-student relationship 2. Teaching on one-to-one basis 3. Teacher can be inexperienced	1. Teacher-student relationship emphasized 2. Teaching on one-t-one basis 3. Teacher inexperienced 4. Teacher volunteer 5. Attitude more important than education 6. Students become teachers immediately 7. Some teacher training received
Location	
1. Decided by teacher or student	1. Any place available: church, community center, shopping area
Planning	
1. Planning can be done by group 2. Planning can be done by teacher and student 3. Coordinated pre-planning with the materials provided	1. Supervisor does the planning 2. Specific goals stated 3. Villagers encouraged to help plan 4. Coordinated pre-planning with materials provided
Supervision	
1. Some can be by teacher	1. Supervision a must 2. Trained and paid 3. Public relations person 4. Overcomes apathy of village 5. Coordinates program 6. Trains the teachers 7. Helps create materials 8. Keeps records
Follow-up	
1. Not mentioned, but evaluation included in design	1. Follow-up necessary 2. Community development and activities encouraged 3. Further classes used with more reading materials 4. Supplementary materials provided 5. Special programs planned

Sources: [1]Frank C. Laubach and Robert S. Laubach, Toward World Literacy (Syracuse, New York; Syracuse University Press, 1960), pp. 96-97.
[2]Ibid., p. 2.

so that they support the inexperienced teacher. A formula for teaching as well as a step-by-step procedure for presentation of material is followed rigidly. This rigidity may contradict Houle's concept of C-2, however, as he states that rigidity should be lessened by the tutorial situation. Laubach, working with poorly qualified teachers, has had to rely upon rigid steps for the materials to be taught quickly and correctly.

Laubach used "straightforward exposition" as a teaching model, for this seemed easier to duplicate in numerous teaching situations with some continuity. Supervision varies with the size of the program, this responsibility not being left totally to the teacher. The support area of the program is enlarged, as Laubach contacts the government itself for advice on material content. Follow-up to the program is not mentioned in Houle's C-2 category; however, Laubach recognized this need and used every resource available for further reading and group action. With emphasis on the personal value of the individual, his desire for spiritual knowledge and fulfilment, as well as a respect for each person's learning and teaching abilities, the Each-One-Teach-One-Way has had overwhelming acceptance in the underdeveloped countries.

Educational Philosophy

In 1963, the psycho-social methods of teaching the illiterate populations of South America were introduced in Brazil by Paulo Freire. The United States government, with the Agency for International Development (USAID), jointly financed a project called Superintendency for the Development of the Northeast (SUDENE), which used the literacy methods that Freire was developing at the Cultural Extension Service. Even though the project was terminated a few months later, these methods and Freire's philosophy have spread throughout the world.[8]

Harriet Sherwin of San Francisco State University studied

his writings extensively and states the Freire reflects the poverty of his childhood and Brazil as it was in the early sixties. With its population of one million, Recife, Brazil, was beset by unemployment, major social problems, and economic and political distress. Rather than practise law after graduating from college, Freire attempted to implement social change through teaching adults to read. A new government formed in 1961, when Joao Goulart became president of Brazil. He was quickly overthrown, however, and Freire's work was considered controversial and he was imprisoned briefly. Taking refuge in Santiago, Chile, moving to Harvard University as a fellow, and now working as a consultant in Geneva for the World Council of Churches have given Freire the opportunity to work and speak on education and stress its implication for peace.

The scope of Freire's work hardly accounts for his international impact. His philosophy is soundly based. Sherwin states that his work was influenced by many great minds. His Roman Catholic heritage includes a belief in a very personal god who is a presence in history and one who does not prevent man from making history in his life and work. This is an interesting outlook, for it causes Freire to think of the goals of the church and education as being the same. His emphasis is, therefore, on preparing the new reader to take action after recognizing that culture is the result of man's own actions and can be changed. The student's dialogue with the teacher and other students encourages this ability to recognize the need for cultural change. With the teacher's help, the student learns words in the context of their own culture through pictures.

Influenced by such men as Thomas More, Freire's "utopian pedagogy" originates in Utopia. This attitude pervades Freire's "conscientization," which is a process of learning to perceive social, political, and economic contradiction and to change oppressive realities. His writings demonstrate concern for the social conditions of people which, in turn,

radically affect personality development. Man, to Freire, is responsible and should be responsive to need, as it is the only way to realize one's potential.

To be a responsible adult, Freire believes that "education is cultural action for freedom." He sees it primarily as "permitting man to intervene in his reality, to create culture, and to gain more control over his own life."

Disapproving of the educational method that places the teacher in a "feeding" position to give students information and knowledge, Freire encourages active student inquiry with reflection on problems and the ability of the adult student to stand back and look at himself and reality.

Freire's method focusses on small groups which become centers of culture and discussions. A pre-literacy program to view drawings and slides and develop dialogue with the teacher takes place before actual work with words and decoding. Ten pictures depicting various situations were first drawn for Freire by an artist friend. The goal of the pictures is to help the adult distinguish between nature, which cannot necessarily be changed, and culture, which can be changed. According to Freire, human experiences are systematically acquired and learning to read and write is the key to communication

The pictures, which are carefully created to fit each cultural aspect of an area, develop the concept of communication of culture. The last two pictures develop the idea of tradition and pattern of behaviour as culture with the final picture presenting man's ability to reflect about himself. The thought put into the pictures and the concepts developed are unique and successful teaching tools. The introduction of words as symbols for a popular song ties the concept to real life, as the students imagine themselves writing poems and songs. The emphasis is on self-esteem and pride in knowledge. Adults then become motivated to learn to read. Literacy is viewed as more than a passive relationship to the world. Words selected are key ones which (a) are familiar and meaningful, (b) generate many visual images and arouse

strong feelings, (c) contain all phonemes in Portuguese so that learning this basic linguistic grouping enables the reader to pronounce any word and write words he knows orally, (d) represent objects, (e) are trisyllabic, consisting of one consonant and one vowel, and (f) are more abstract in later lessons.

In this way, the words are concrete and move into phonetic families. Reading aloud with the help of slides, the new reader forms a basis for word attack. The motivation that occurred after a six- to eight-week session under the direction of Freire's son-in-law was phenomenal. As many as 6,000 people were meeting in cultural circles in one state alone in a year.

The success of these literacy methods and the response to this philosophy have been widespread. Noel F. McGinn of Harvard University explained why he thinks this is so: "The reasons for the Freire boomlet lies, I believe, in two facts. One is the timeliness of the man's message and the other is that the ideas are timeless." He explains that large numbers of people have questioned existing social orders, yet cannot accept the hatred that exists when a revolution occurs. Second, Freire's ideas are good educational theory that should be applied in all teaching situations but seldom are:

Freire's philosophy can be summarized as follows:

1. All education requires some thought about man and his society. Failure to do so leads to educational programs designed to dominate and subjugate and produces an irrelevant educational effort.

2. Man's capacity to change his society, to make it more appropriate to his needs, results from reflection about himself. Education should make man more aware of himself.

3. What man is depends on his relationship to other beings and things. The more man relates to others. the more fully he develops. Education should make man more aware of his world and his relationship to it.

4. The world man lives in is largely created by himself. He constructs his social and cultural environment by building relationships; with his fellows he shapes his own history by creation and recreation. To the extent that he acts and his actions are reflections about himself and his world, he is the subject of his own history. To the extent that he is unaware, or inactive, he is an object. Education should increase awareness of men's relationship to each other and of their role as creators of their own present and future.

To demonstrate Freire's philosophy, the long-range goals of the psycho-social approach to literacy programming are outlined below. In addition, an assessment of the basic assumptions under which those who use the psycho-social approach to literacy programming work is given.

Long-Range Goals of the Psycho-Social Approach

1. The major long-range goal of this approach seems to be to develop through literacy classes "people who can play an active role in the development of a genuinely democratic institution."

2. Through reading, a person becomes a thinking, problem solving, and questioning student and adult.

Specific Objectives of the Literacy Classes

1. To learn to generate words from daily life.

2. To build these words into sentences and paragraphs which express man's responsibility and relationship to the existing world.

3. To give students an opportunity to conduct analytical dialogues with one another and with the teacher about their world and problems in it.

4. To serve only the interests of students and not those of teachers.

Basic Assumptions of the Freire Approach

1. It is assumed that the student in the literacy

class can be motivated to learn to read.

2. It is assumed that the student of the literacy class wants to talk about his culture and his world with a group, specifically his classmates.

3. It is assumed that the student is eager for change within his world or, at least, can become so.

4. It is assumed that the student can discriminate visually and learn to relate pictures to his culture constructively.

5. It is assumed that the adult is capable of problem solving or at least learning to solve problems.

6. It is assumed that the student will grasp the abstract goal of becoming a problem-solving, questioning, and democratic person.

7. It is assumed that the teacher will become a student with the class.

8. It is assumed that the teacher will understand this philosophy of education.

9. It is assumed that the teacher can teach by this method, which has not been used as a method to teach him.

10. It is assumed that adequate skills in reading will be attained to establish proficient reading ability.

Analysis of the Psycho-Social Approach

Freire's approach is Houle's Category C-3, which requires that the group select a teacher and plan for themselves. This category is defined by Houle as being a "learning group." The essence of this approach to learning is the adult student who joins a group on his own initiative, to learn to read, to think for himself, and to consider his culture objectively. Activities of the class are completely planned and administered by students. The teacher is a member of the class selected by the students. Therefore, it is in an atmosphere created by himself that the student implements his own learning processes.

The results of the "class centered" approach can be

observed in Table 11. Freire's class structure deviates from the plan for this program. Houle thinks every program should have a design to be successful. Freire's writings seem to imply that the program form can be casual, with emphasis on the teaching method. Program elements such as evaluation, sequencing program steps, and scheduling meetings are assumed. However, it has been noted that as the psycho-social approach has been adopted by other groups such as the Roman Catholics in South America, they have applied Freire's philosophy to a more directed program plan.

A strength of this approach is the emotional power generated as group ideas are discussed. Some aspects of the design, such as follow-up are vague. Freire's approach does not offer reinforcement to the neo-literate unless, of course, the class continues after reading and writing skills are mastered. Houle points out that due to strong group cohesiveness these groups frequently continue after the main purpose of the meetings has been fulfilled. The program will readjust itself to needs of the group as they replan their activities.

A weakness of the Freire approach is its disregard for support from community leaders. As emotional feelings of the group grow toward community inadequacies, they frequently wish to take action. This point has caused Freire some anxiety with local and national authorities as dialogue tended to move into the political realm. If society is receptive to innovative moves then this program aspect is its most vital strength.

Students themselves creating their own program in a free academic atmosphere, with program structure resting on the existing leadership within the group, gives rise to a superior learning and literacy atmosphere.

TABLE 11

ANALYSIS OF THE FREIRE APPROACH TO LITERACY
(PSYCHO-SOCIAL)

Category C-1

"A group (with or without a continuing leader) designs an activity for itself"

Moule Criteria[1]	Freire Programs[2]
Materials	
1. Borrowed or created 2. Produced semi-professionally 3. Created for the class during class periods 4. Created before class starts	1. Created in the field 2. Drawings provided 3. Vocabulary provided 4. Materials a codification of teacher's perception of reality as it appears in the culture 5. Materials centered on self-expression 6. Vocabulary based upon "generative" words 7. Includes both reading and writing
Teaching Method	
1. Social reinforcement 2. Dialogue between teacher and student 3. Discussion 4. Group interaction 5. Group decision decides everything	1. Dialogue 2. Reflection of student on self and community 3. Awareness of self 4. Group interaction 5. Discussion 6. Literacy lessons built upon generative words and vocabulary
Student Participation	
1. Group approach 2. Attendance on own initiative 3. Study of specific thing	1. Group approach 2. Come of own initiative 3. Study reading and writing 4. Mature people 5. React to teacher's codification of perception of reality
Teacher Participation	
1. Only slightly trained 2. Learn with the group 3. Coordinates discussion 4. Does what group requests 5. Frequently selected by group	1. Trained 2. More important than materials 3. Has an understanding of world 4. Able (or attempts) to modify his perceptions of reality 5. Capable of guiding learning constructively 6. Convinced of values of education and this method of instruction 7. Has faith in people 8. Able to love 9. Humble; works as a coordinator 10. Learns names of students quickly 11. Directs question to the group 12. Is a member of the group 13. Can think critically 14. Thinks this method liberating
Location	
1. Intellectual/literacy environment 2. Any facility available	1. Intellectual/literacy environment 2. Possibility of "cultural circle" forming 3. Not traditional school setting; relaxed, casual, dialogue approach
Planning	
1. Group follows design components 2. Freedom of decision but on group, not individual, basis	1. Team of educators initially study situation of the area 2. Vocabulary of generative words formulated 3. Issues to discuss formulated 4. Students fix their own goals 5. Students select others who will participate
Support	
1. Not discussed	1. Local leaders -- not mentioned 2. Support necessary in Brazil
Supervision	
1. Not mentioned	1. Team of educators 2. College and university students have been used 3. Trains teachers
Follow-up	
1. Not discussed	1. Not discussed

Sources: [1]Cyril O. Moule, The Design of Education (San Francisco: Jossey-Bass, Inc., 1972), pp. 101-105.
[2]Beverly Chain, "Preliminary Report on Latin American Literacy Study" (New York: Intermedia, 1976), pp. 10-11; Noel F. McGinn, "The Psycho-Social Method of Paulo Freire: Some Lessons from Experience," Inter-American Seminar on Literacy in Social and Economic Development (New York: World Education, May 1973), pp. 9-11; Paulo Freire, "To the Coordinator of a "Cultural Circle," Convergence, IV, 1 (1971), p. 61.

Functional Literacy Approach: Harbans Bhola (As used by the United Nations)

Educational Philosophy

Drawing from his background in India and years of working for the United Nations in literacy programs based on the concept of functional literacy, Bhola has developed his philosophy of an adult educational program in a developing country.[10] He looks at literacy as an "instrument of modernization," and at functional literacy as "one approach to social change." Building on literacy programming which was ideologically oriented, functional literacy has added a utilitarian approach based on four theories: cultural-anthropological theory, economic theory, linguistic-background theory, and motivational theory.

In cultural-anthropological theory, literacy is seen as unlocking human potential culturally, socially, and economically. Since man uses symbols, he can create for himself a past, future, "self," and an "others." The literate man has definite advantages over the illiterate, as he handles information, stores it, and reuses it through the written symbol.

Economic theory has shown that fast economic growth in developed countries has been due to education's prominent role. Linguistic theory states that when linguistics is combined with economic aspects to construct literacy materials, motivation of adult students increases. The reason is attributed to the theory of comparative deprivation, which states that the human fulfils some needs before satisfying others. In developing countries it is theorized that economic deprivation is acutely felt and, therefore, fulfilment through use of learning improves economic skills, and motivation of the adult is present. With these theories in mind, the United Nations added functional skill learning to literacy programs being held in the developing world.

Functional literacy includes more than reading. It includes information concerning a major economic activity and other information about related needs. The program must be held in a literate environment, and national and community resources must contribute so that literacy and vocational skills together provide interest and motivation for the adult to learn to read quickly.

Bhola subscribes to the UNESCO definition of functional literacy, which states that literacy programs preferably should be linked to economic priorities and carried out in areas undergoing rapid economic expansion. "Literacy programs must impart not only reading and writing, but professional and technical knowledge, thereby leading to a fuller participation of adults in economic and civic life."

To summarize, Bhola's approach to literacy, the long-range goals of functional literacy as well as specific objectives and basic assumptions of the groups that apply the Bhola philosophy to literacy programming is outlined below:

Long-Range Goals of Functional Literacy

1. Functional literacy will be a "vehicle" of more comprehensive change to come and will not be set or isolated, but conducted in direct relationship to the general development plans of the region or country.

2. Because of this tie with the development of the country, it must be selective and intensive. It will be selective as far as regional, economic, and occupational groups are concerned.

3. Literate man will use his literacy skills in playing a more effective role in production.

Specific Objectives of the Functional Literacy Class

1. To create literacy materials for a specific program which uses manpower needs as a basis for "usable reading."

2. To put literacy skills to work immediately.

3. To include both social and political development

issues in literacy materials based on the community where classes are being held.

4. To serve both private and public community interests by the learning which will occur.

5. To carefully select class members so that vocational skills being learned will be appropriate and effects of learning will be recognized immediately.

Basic Assumptions of Functional Literacy Approach

1. It is assumed that support for the functional literacy program will come from the national government level institutions of higher education, large and small industries, and educated citizens.

2. It is assumed that social change, which will occur during a functional literacy program, is a positive aspect in an underdeveloped country.

3. It is assumed that expertise and professionals are available to work and plan and train personnel for the functional literacy program.

4. It assumes that this expertise can act as a change agent and review the environmental and cultural factors knowledgeably and adequately.

5. It is assumed that those working in top levels of the program will have "hope and high ideological commitment" for the nation and the program.

6. It is assumed that people living in the country where the program is being held have a commitment to the future and stability in their everyday lives.

7. It is assumed that there is time to "orchestrate in sequence or synergetically to ensure program activities without undue blockages."

8. It is assumed that financial support for such an expensive endeavour as described is possible.

9. It is assumed that adult students will attend the functional literacy program long enough to attain the seventh level of reading ability.

The Analysis of the Functional Literacy Approach

The functional literacy approach to literacy programming falls within Houle's category C-10, collaborative institutional planning, which consists of two or more institutions designing an activity for their combined programs.[11] To achieve functional literacy it becomes necessary for several different government institutions to work together to make the masses literate. Forming one class may require more than two institutions to coordinate their efforts. For example, to coordinate a literacy program with family planning and health, the departments of education, family planning and health, and other social welfare groups must formulate plans together and function as one unit.

The goals, considerations, and problems that occur with institutions functioning together become complex. This approach views adult education needs as a service which should be provided by the field as a whole. With all institutions operating under the same system of educational design, creation and analysis can then be accomplished and groups learn much from each other.

With program planning the responsibility of institutions, emphasis falls on professional materials, which can be used by teachers of varying experience and qualification. In Houle's category C-10, the teaching method can be anything. Bhola's response does not suggest a specific teaching method. It is assumed that with adequate materials and proper teacher training, education will happen.

In this approach, the student participates from motivation, which occurs when he realizes that what he is learning is directly applicable to a job. The student does not participate in planning the program, but relinquishes this freedom to a committee. Planning aspects rest with involved institutions. Planning strength evolves from institutions' ability to provide leadership, expertise, and increased communication to eliminate the friction that may develop from inter-institutior

TABLE 12

ANALYSIS OF THE BHOLA APPROACH TO LITERACY
(FUNCTIONAL)

Houle Criteria[1]	Bhola Programs[2]
Materials	
1. Professionally done 2. Created cooperatively by institutions	1. Materials play vital role 2. Created by "functional literacy specialists" 3. Created for area or region 4. Consist of curricular, syllabus, instructional materials 5. Teacher's manual provided and important 6. Contains reading skills 7. Contains economically-oriented skills 8. Fits language goals 9. Fits life-style, not disruptive 10. Step-by-step teaching initiates total task learning 11. Teaches attitudes 12. Uses global approach 13. Materials pretested 14. Visual aids provided 15. Revision of materials required frequently 16. Newsletter necessary
Teaching Method	
1. Decided by institutions and leaders 2. Any approach	1. Teacher/learner interaction 2. States students are decision-makers 3. Creates intellectual environment 4. Straightforward exposition used 5. Teachers basically teach three r's 6. Supplemented by other lessons
Student Participation	
1. Selected/controlled by committee 2. Professional requirements set by committee 3. Broad clientele	1. Particular job interests 2. Homogeneity in group: work in same occupation 3. Professional requirements set by committee 4. Clientele based on major skill to be learned 5. Students render decision-making to teacher and professionals involved 6. Student learns on job if possible 7. Student also attends classes 8. Not known whether student comes of own initiatve
Teacher Participation	
1. Flexible 2. Training set by committee	1. Use of materials 2. Never creates materials 3. Well-trained in field 4. Role clearly defined 5. Teacher "semi-programmed" 6. Must be able to visualize steps in learning 7. Controls time-table for learning 8. Has at least seventh grade education
Location	
1. Flexible 2. In participating institutions 3. Institutions provide location	1. Flexible between classroom and job 2. Provided by institutions involved 3. Not traditional classroom situation, at least now all the time
Planning	
1. Done by controlling group together 2. Up to controlling group as to whether local level groups 3. Planning includes provision for materials 4. Design or program is followed	1. Controlling group - government institutions involved - people in education make plan and decisions 2. Professional staff hired 3. Field organization carefully planned 4. Training held in field for teachers and supervisors 5. Locals considered in choice of major skill which will be selected as core of program 6. Careful program followed
Support	
1. Complete support from each institution 2. Each has own activities 3. Each sponsors classes 4. External help and support from government 5. Internal help also necessary from each institution involved	1. National support necessary 2. Complete community support necessary 3. People at village levels involved and must support program
Supervisors	
1. Up to controlling group to decide on how to supervise 2. Necessary to program	1. Professionals -- writers, testers, economists, systems analysts -- all contribute and supervise area of larger over-all program 2. Trained field workers supervise teachers 3. Sensitivity training for supervisors 4. Supervisors work as coordinators of field work
Follow-Up	
1. Not mentioned	1. Letter-writing, bookkeeping, accounting taught in classes as follow-up courses 2. Follow-up broadly conceived and scientifically oriented

Sources: [1]Cyril O. Houle, The Design of Education (San Francisco: Jossey-Bass, Inc., 1972) pp. 123-126.
[2]Harbans Singh Bhola, "Functional Literacy: One Approach to Social Change" (limited distribution, School of Education, Indiana University, Bloomington, Indiana, 1972), pp. P/2-PPA/22.

activities. Success depends on the ability of the institutions involved to plan a coordinated program that is effective at the job-site level.

A Comparison of the Four Approaches to Literacy Programming

The four approaches to literacy programming reviewed in previous chapters are the basically religiously-oriented approach sponsored by the Laubachs ard used on a world wide basis, the psycho-social political approach, created by Freire and used primarily in South America, the functional literacy approach, which emphasizes vocational aspects of reading and is used world wide by United Nations groups and written about by Bhola, and the village program developed by the Adult Basic Education Society in Pakistan, which has become a multi-interest approach to literacy. It has been found that these four approaches have both similarities and marked differences. Their major long-range goals are the same. Each approach wishes to teach the illiterate to read and to write. In this area, all four approaches have shown marked success.

It is interesting to note that even though the long-range goal is identical in these four approaches, the selection of educational activities is done for differing reasons, which range from religious to political, vocational, and social reasons. Each with its desire to help the adult student has selected a "movement" or common effort to achieve its goal of teaching adults to read. The ABES staff began with a broad mission of religion as a base for their program but abandoned this for a range of interests which are satisfied by providing supplementary materials in a great many subjects so the adult student can continue his education in subjects that fulfil his own personal and social needs.

Originally a broad mission or motivational goal such as religion, politics, or vocational skills selected as an

emphasis caused literacy programs to be "imposed." In time, each approach has shifted away from the "imposed program" to permit students a freer hand in planning the programs. The Laubach groups increasingly have stressed teacher/student relationships, while Bhola writes frequently about referring to students for their opinions concerning various aspects of program planning. The Freire approach has been "student" planned from its conception. The ABES staff emphasized the teacher's role in 1963. All failures were seen as reflections of inadequate teaching. However, because of the student drop-out rate, the focus shifted to the students, and by 1973, student involvement in planning was considered indispensable.

Although these approaches have had the same result, each has worked with differing groups of people. This selection of categorized or chief designers influences program decisions concerning each element in the program. By breaking programs into elements such as materials, teaching methods, student participation, teacher participation, a comparison and discussion of each element indicate the strengths of each program as well as the influence of the category upon that particular approach.

The approaches are not interchangeable. One cannot take the best from each approach and compound it into an "ideal" model and cast the rest aside. Each approach is a "model" within its category. Each functions well given the social, economic, or political circumstances in which it is placed. After the program in which one is functioning has been given a chief designer or category, the programmer can then consider moving from one chief designer or category to another as demands and resources permit. Viewing a program in a "category" gives insight into its strengths, weaknesses and needs as far as program elements (material, student participation, etc.) are concerned. When the planner becomes fully aware of the activities in his category and understands the functions of other categories, then he can change his program

to another category knowledgeably with assured success.

Choice of category is based primarily on two factors: different groupings that can be made of students and teachers, and the person or persons responsible for planning the program (Table 1). Each literacy approach works with different groupings of students and teachers and is in a different category. The Laubach groups use the tutorial teacher-student grouping, which is classified as working with individuals. Freire builds his program around a group designing its own program. Bhola works with institutions planning programs at the national level. The ABES programs use the same classification as Freire by using the "group" as a planning unit, but are in another category as they have the teacher planning activities for students. This model emphasizes that determining the category to apply is a serious and critical consideration. For the sake of comparison of the four approaches, each element will be discussed separately so that the difference in emphasis can be more readily observed. Whether the program planner uses the Houle model or not, these considerations exist within every program and are major considerations in planning at the international level where large sums of money are being expended.

The Teacher as the "Chief Designer" for the Village Program

In comparing the ABES village program approach to literacy with the other three programs, it is notable that Houle in discussing this choice points out that none of the categories is superior. Their use depends totally upon the situation, audience, and goals of the planners who create the original program. The question arises as to why ABES selected this rather than one of the other three categories.

Comparison of the ABES Program with the Laubach Program

Before the ABES staff could consider adopting the Laubach program, many things about the Pakistani setting had to be considered. The Laubach approach emphasizes speed of learning when applying the spoken language phonetically. Since the language to be learned in Pakistan is not the spoken language, time and effort on the part of skilled teachers who can teach a second language are necessary. There are few teachers qualified to teach adults Urdu. Therefore, the teacher must reach as many adults as possible rather than work on a one-to-one basis. For these reasons the tutorial approach is unsatisfactory. It can be used in part when the tutor is qualified.

The possibility of every student becoming a teacher is also challenged for these reasons. The materials to be presented are difficult, and Arabic script must be carefully explained and presented. Another part of the Laubach materials is the use of pictures superimposed on the alphabet. This is impractical with Arabic script. In addition, since the Muslim faith has frowned upon reproducing living forms in pictures, people are not accustomed to "reading" pictures. Teachers have found that they must separate pictures from printing and explain them carefully.

Although some aspects of the Laubach approach cannot be transferred to the ABES program setting, other portions of the philosophy have been used successfully. The strong point is the relationship between the instructor and the student. Laubach's positive approach to adult students has been used successfully for many years. Teacher respect for the adult student, sitting on the floor to be equal to the student, and building confidence through successful experiences have all become a part of the ABES program plan, demonstrating that aspects of basic learning theory are transferable and different from selecting the chief designer.

ABES programs have also adopted the straightforward exposition selected by Laubach as a teaching method. This method fits well into the Pakistanis' past experiences at home and in other learning situations. Personal contact, repetition of weak areas of learning, providing little opportunity for misunderstanding, keeping classes down to ten to eliminate rigidity and to individualize instruction have all been used effectively.

It appears that drawbacks for Pakistan of the Laubach method are avoided by the ABES program in that a different total approach is used, more people are taught at one time, teacher training can be carefully programmed and implemented, and materials used by the teachers do not have to be reproduced on such a large scale. The cost of the ABES programs perhaps would be greater than that of the Laubach in that trained teachers are paid an honorarium and so cannot totally be considered volunteers.

Comparison of the ABES Program to the Freire Program

The Freire approach seems difficult to use in Pakistan, since classes select their own teachers and create their own materials from cultural and political issues. This would be impractical in Pakistan because of the group and political implications. Students would study the cultural and political milieus, creating emotional interaction among group members which would have to be accepted by government officials. Pakistan was only created in 1947. The fluctuation of government policies and the emotion that exists concerning political issues cause government officials to frown upon any approach to education which encourages adverse political discussions. Need to create adults who can solve problems, and question and create materials based on their own life-styles is certainly present, but considering the problems encountered in Brazil, it appears that caution in this respect should be exercised. The basic act of learning to read could be

obstructed by political issues. As it is, the literacy program has not become a political issue and has continued through major wars and political change.

Teaching a person to be a problem-solving and questioning individual is unfamiliar to the Pakistani. The method of teaching in Pakistan tend to be authoritarian, stressing memorization of "facts." This carries over into education in the home, where the eldest adult is the authority and makes the major decisions. Children are encouraged to listen and learn from adults and elders at home; therefore, even adults who are in a learning situation find it difficult to question the authority of the teacher and accept responsibility for their own learning. This concept seems to be basic to the social structure and not imposed by third nation factors basic to Freire's philosophy that the ruling classes have imposed their own culture upon illiterate masses. Research of the third nation concept in Pakistan could guide the selection of a teaching method.

The theory that students can create their own classroom materials based on their own language presupposes that the spoken language is being learned. As this is not so in Pakistan, creating the vocabulary and lessons in the classroom would be quite difficult. ABES has found that incorporating students into discussions of the materials and relating the materials as nearly as possible to their lives has increased motivation and cut down on drop-out. The materials are as closely correlated as possible with the student's daily language. Every suggestion for a paperback book made by an adult student is investigated as a possible new text. However, this seems to be the extent to which students can be involved now.

Perhaps having Freire's approach sponsored by the government rather than by a group would be an interesting research study on adult motivation and speeding up of literacy. With involvement and understanding of this as an excellent teaching theory and close observation of results, the government might

permit the approach to be used widely, especially if it was initiated in a small university, teacher-training setting.

Comparison of the ABES Program with the Bhola Program

The possibility of using Bhola's approach as a basis for literacy classes has not been made available to the ABES staff in Pakistan up to 1978. Since Pakistan has had two major wars and four presidents since 1965, government has changed often. Emphasis on literacy has only been forthcoming from the national level since 1972. Institutional interaction requires a stable government and educational policies. Therefore the possiblity of a national level functional literacy project has not yet been feasible.

ABES accepted the philosophy of functional literacy and applied it to the degree possible without moving into a different approach to program design. With the use of supplementary and follow-up materials based on vocational skills, they have been able to help students apply their reading skills in these areas without actually being job-based. It has also been possible on a large scale to work with social, health, and welfare groups as well as family planning groups, television people, and agricultural development people by creating and sharing materials with them. These groups have been encouraged to hold their own functional literacy courses, with the teachers being trained at the ABES training center. This interaction is increasing each year, and the thought of going on into an all-out functional literacy program becomes more realistic as this interest is demonstrated. The leadership and professional help needed are not available yet. Expertise and funding would have to come from abroad or be planned through establishing training programs. The cost of launching a national functional literacy program is a major factor. UNESCO is planning three programs which will involve literacy facets which may work with institutions. The use of television

as a teaching medium brings in functional literacy material, but would be "mass" planning rather than "institution" planning.

Summary of Decision to Use the Teacher as the Chief Program Designer for ABES

The choice of the teacher-oriented program for ABES programs was made so that larger groups could be reached in the Punjab. Having started with a group of teachers designing an activity for and with a group of students, the program has been continued effectively. It fits well with the materials available, which are unusually difficult because of the need to teach reading in an unspoken language. It also fits well into the experiential background of the Pakistani adult, who lives in an authoritarian environment at home and at work.

The step-by-step programmed approach to the teaching materials is within the competence of the teacher who must use it. Teachers with limited competence are available on a volunteer basis and require only a small honorarium, which supplements their pay as elementary school teachers. Some leadership is available to train these teachers in the methods necessary.

Locations selected for ABES literacy classes can be described as having "literacy environments." Thus students who sincerely want to read, understand why they are learning to read and relate language to the printed word. Gradually, it is expected that this selected audience in urban areas can be expanded into the rural areas as television, movies, and radio bring in the outside world.

Reaching more students has resulted in programs that now encompass a hundred classes in one pilot project, with as many as 1,300 students in a six-month period. By using interest-oriented materials based on vocational skills, health and family welfare, as well as reading for pleasure, the ABES program has transferred at least some newly acquired

skills into the daily life of the adult student. After classes are finished, students are able to write letters, read simple documents, understand vocational and skill-oriented manuals, and read many religiously-oriented paperbacks. It appears that many of their vital needs are addressed by ABES materials.

This is not as direct an application to personal needs both vocationally and politically as the Bhola and Freire approaches advocate. Both give students opportunities to apply reading knowledge directly to daily situations. ABES expects this to be a part of the follow-up program. It is recognized that this is an area that needs further research and study.

Now that ABES staff members have used the teacher-centered approach and it has worked well, the flexibility of the group may make it possible to use any of the other eleven categories in special situations. For example, the Laubach tutorial approach is already being applied when volunteer teachers no longer teach for the ABES program but continue on their own, using ABES materials and teaching methods with individual students in their own homes. As ABES staff contacts this group and maintains a structured volunteer-home program with them, a corps can function in this category as part of the ABES program.

Functional literacy classes using institutions as a base seem to be imminent for ABES. Vincent David, ABES director, was in charge of literacy for the People's Work Program in 1973 and wrote the proposal for a national literacy campaign for Pakistan. Informally, ABES has colloborated with UNESCO, the World Bank, the Social, Welfare and Health Division, and the Family Planning Division of the government. ABES has trained teachers for other programs and encouraged groups to set up their programs in areas in which ABES has held classes and which are considered to have a "literate environment."

It is also possible that ABES could plan a small project

using the Freire philosophy. With the increasing number of intelligent young people wanting to continue their education, this provocative approach to learning to read might be acceptable. Consent from families and local leaders would have to be forthcoming, but for research purposes its motivational aspects could be observed and used if they were helpful.

In 1973, ABES moved into another category described by Houle but not used by the other approaches studied. This is a category called C-11, which is for "mass" approaches. It is described as one in which "an individual, group, or institution designs an activity for a mass audience." Vincent David worked with the Pakistan Television Corporation to produce ABES literacy materials in the form of televised educational lessons. These lessons are being used in centers which have both television sets and ABES trained literacy teachers. Television sets make expert teaching of the materials possible and reinforce the teacher. It is hoped that this use of television will be a beginning for reaching large groups effectively. The lessons will not be used for mass audiences until they have been thoroughly field-tested. Evaluation is being built into the program by consultants from Europe, Canada, and the United States. By planning ahead, flexibility and change in the program occur easily and knowledgeably. Criteria for evaluation will be professionally designed, and it is hoped that the program can be effectively observed. The consent of the government and program acceptance by the villages is forthcoming. The complex results of such a program, which involves subtle social change, should be the next major consideration.

Summary

By using the categories outlined by an educational design such as Houle's, many critical conceptual difficulties frequently found in educational approaches used to program

adult activities can be resolved knowledgeably. It is very difficult to grasp the scope of adult education, difficult to guide it and even more difficult to direct it. However, Houle's suggestion that by reducing the situations that occur to a manageable number of prototypes, "vagueness and generality of approach can be replaced by sophisticated conception of form and structure which gives unity to the field despite its institutional divisions." His categories make it possible to think in abstract terms which provide harmony and provide the basis for practical accomplishment. He thinks that educators who become aware of the variety of categories in which they can operate have taken a major step toward mastering their field and that the learner who understands the options open to him is helped to choose wisely among them.

4

LEARNING FROM PROGRAM RESULTS: EVOLVING GUIDELINES FROM THE USE OF PROGRAM ELEMENTS

As the country or village programmer constructs a program costly in time and funding, several points of view are available for objective consideration. Referral to the views of such successful programmers as the Laubachs, Freire, or Bhola gives substantial guidance. In addition, the inclusion of the Adult Basic Education Society's village program adds a fourth means of guidance. Although detailed in outline, analysis of these programs can be referred to as necessary. Additional categories or choices for adult education programs can be found in Houle's Design of Education. However, the four major approaches to literacy programming are contained in this monograph so information on the field is fairly complete.

The result of categorizing these four approaches using Houle's eleven categories has demonstrated that each approach uses unique means of planning a program through different situational groupings of students. Recognizing that each approach has a chief designer reveals the many differences between these approaches. This, in turn, reflects the differing emphases that must be placed upon various "program elements." For example, "materials" vary in importance, making one program possible and eliminating another.

There is no shortcut or quick approach to literacy programming. Also there are at least eleven choices of

TABLE 13

SUMMARY OF PROGRAM ELEMENTS

Basically Traditional Laubach Tutorial Teaching	Psycho-Social Freire Group designs activity for itself	Functional Bhola Collaborative-Institutional Planning	Multi-Interest ABES Teachers or group of teachers designs activity for or with group of students
Houle's Category C-2	Houle's Category C-3	Houle's Category C-10	Houle's Category C-4
Material			
Religiously based Professionally done Created in field Phonetic approach used Is in spoken language Use charts and visual aids	Borrowed or created Generative vocabulary Includes visual aids Is in spoken language Created in field Semi-professionally prepared	Based on functional/economic skills Professionally done Created in field Based on language and major skills of region	Multi-interest materials Professionally done Created in field Global approach used Not in spoken language Uses charts (visual)
Teaching Method			
Tutorial Each-One-Teach-One-Way Straightforward exposition given	Group cohesiveness Student/teacher dialogue Interaction: student-planned	Method may differ with skill being taught Decided by planners Step-by-step demonstration	Teacher planned for and with students Straightforward exposition given Outlined, programmed, step-by-step units
Student Participation			
Is crux of program Active participant becomes teacher immediately Social reinforcement provided Everyone included Student comes of own initiative	Is crux of program Is problem-solving group Social reinforcement provided Everyone included Students run classes Is active participation and discussion Initiated by students	No participation in creation of materials Some participation in selection of major skills Enthusiastic because interested in skill Offers "bread" as well as "skill" Is selected group Initiated by institution	Participation to some extent in planning and material Has choice of interest in reading materials Comes of own initiative Everyone included Attendance demanded after signing up Requests course
Teacher Participation			
Volunteer Must have mastered materials Takes leadership role Has some training	Volunteer: frequently student or person from the street Has some training Has few qualifications Learns with students	Paid full-time teacher Has high qualifications Seventh-grade level reading ability required Is "user" of materials Skill orientation is possible Trained in material use	Volunteer: receives honorarium Matriculation required Passes ABES testing Trained in materials and methods Takes leadership role Understands adults Attends regularly
Planning			
Encourages villagers to plan Small group states states specific Professionals do planning	Small group instigates and produces materials Mostly planned by a few leaders and emplemented by chosen teachers	Planning careful and complete Change considered Professionals do planning	Carefully planned Objectives outlined Evaluation and appraisal is important
Location			
Provided by village Can be small classroom or on street	Can be anywhere Needs receptive surroundings	School-room setting and on job site Vocational setting	Carefully selected in "literacy atmosphere" Room furnished by village
Support			
Is easily obtained Government if possible Mainly individual	Only of group concerned	Complete support of government and institutions involved	Local support given Not national Students initiated request for course
Follow-up			
Community development activities More materials Further reading in groups equals follow-up	Further froup meetings	More reading classes and further training considered necessary	Very necessary Materials supplied Classes in vocations, crafts, and hobbies being conducted Materials to other groups engaged in follow-up training
Advantages			
Personal approach, not formal Individualized Quick Used anywhere Fairly inexpensive	Student-centered Group interaction Social reinforcement Students plan program Problem-solving Little leadership needed Inexpensive Pictures and materials need special planning High interest level Opportunity for creativity	Offers total service Good use of resources Good cooperation Financial support from large groups Effective over-all change Professionally planned	Widely used technique Has stated principles Teacher can work effectively Impetus with student achieved Balanced emphasis in program Effective with several groups at same time
Disadvantages			
One-to-one limits audience size More materials required More staff required May lack social reinforcement	Cohesive group needed Unanimous decision to learn Can become emotional and reactionary group Learning to read is lesser aspect of program Emphasis on interaction with group	Must have government and institutional support for success Takes professionals that do not exist at times and places Expensive Difficult to coordinate	Teacher must understand adult students May tend toward repetition Not individualized Not so personal May be "operative" rather than cooperative

categorical arrangements that a literacy program planner might choose from, each being satisfactory in the appropriate circumstances. The influence of the choice of program design or chief designer upon program elements makes this choice vital to program success and it must, therefore, be carefully and knowledgeably selected.

Planning the Literacy Program

As can be seen in Table 14, planning is considered essential to success in literacy programming. The difference between the approaches lies in determining who is responsible for implementing the approach. Responsibility for planning can be with the leaders in the program, divided between the leaders and students, or allocated to students alone.

In Freire's approach, students plan the program. In the ideal Freire setting, decisions concerning materials and choice of teacher are the students'. Students use the Freire plan, but implement the program and select the teacher, from their own ranks if possible. Therefore, the level of competency of adult students in implementing the program and their understanding of their role in it could influence its success. The tedious and laborious task of learning to read is lessened by the involvement of the group in the plan.

In Bhola's approach, planning is done at institutional levels by professionals. Bhola refers frequently, however, to students' being requested to contribute their thoughts and ideas. In ABES programs, students contribute indirectly to the planning by discussing changes, materials, and times and locations of classes.

Frequently the decision concerning who plans the program rests with those financing the program. For example, governments planning functional literacy programs on a large scale expect to control goals, while students in the ABES programs, who buy their own materials and request the classes,

TABLE 14

THE PLANNING OF THE LITERACY PROGRAM

ABES Multi-Interest	Laubach Religious	Freire Psycho-Social	Bhola Functional
Planning is major factor in program Objectives outlined Evaluation and appraisal evaluated Planning done by total participants Responsibility of planning rests with the staff	Encourages villages to plan Small group states specific goals Professionals do careful planning	Planning rests with participants Seems mostly unplanned	Planning is major factor in program Objectives outlined Evaluation and appraisal emphasized Responsibility for planning rests with professionals

expect to participate in determining program content. Financial support and planning go hand-in-hand, influencing the whole program. Selection of support is a critical consideration if student-centered programs are desired.

The consensus of those using the Laubach, and the ABES approaches is that careful planning is essential. In Freire's programs pre-planning and control of the groups appear to take place. There have been situations when outside control of material construction and dialogue have disrupted the class. This example, which occurred in Brazil, seems to indicate that if students do not take responsibility for planning in the Freire approach, a void exists that will be filled by someone who may have a negative or positive effect upon program goals.

ABES found that overplanning is as detrimental as underplanning. Early in 1965, attempting to maintain a superior program, the staff planned every detail of class activities carefully, only to find that their planning was not the students' choice and that they left class before the course ended. The best plan is when everyone in the program takes some responsibility for planning and directing it. Imposing a plan upon a group is distasteful to the adult student, but placing total responsibility on him in an underdeveloped country also can be confusing, ineffective, and disruptive. It is essential that program planners or chief designers who effect change and make assumptions should be informed of the results of each choice of approach and its societal meaning.

Guiding Questions Pertaining to Planning of Literacy Program

1. Is the program plan conducive to change and evaluation?
2. Is the program imposed upon an unprepared audience?
3. Are all persons affected or involved in the literacy classes also involved in the program planning?
4. Is the program planned carefully and in sequence so that a relatively small staff can handle the projects?

5. Is there a quality training program for both teachers and supervisors included in the program plan?

6. Is the program based upon the "self-felt" needs of adult students or the "observed needs" as seen by the program staff?

7. Has the use of target groups been avoided if possible?

8. Is the program built around pilot projects or an alternative approach that can be easily evaluated and observed?

9. Does the program have a systematic design?

Guidelines for Planning a Literacy Program

1. The program plan is one of the strongest contributing factors in the ABES staff's ability to change successfully, remain flexible, evaluate objectives, and correct erroneous assumptions: By recording and discussing specific objectives and goals of each pilot project, ABES staff members know what they have been attempting to accomplish and able to change unsuccessful objectives. The staff knew what to look for in observing such things as teaching ability, adult motivations and interests, and reasons for students dropping out of classes. Awareness of the drop-out rate and the fact that staff members were alarmed by it caused many adjustments to be made in favour of adult students. The staff took the responsibility for the adult students' dropping out. Therefore, the program plan was to eliminate drop-outs and the many causes of it. Even though this is an inferential criterion, the drop-out rate was a concrete figure that the staff could observe readily. This change in thinking over the ten-year period increased careful planning and eliminated drop-outs. This program design, which resulted by trial and error, needs additional development. The design should be balanced between its different components, which is not the case with ABES programs. Based upon Houle's criteria for programming, research in program design by the ABES staff would upgrade

this program.

2. The basic assumptions made at the beginning of an adult literacy program influence results of the total program: Assessing the unspoken and unwritten assumptions made in 1963 and yearly until 1973 clarified the ABES staff thinking. By recording these assumptions, they were evaluated and assessed in the light of their effect upon the pilot projects. They had been corrected by trial and error over the years. However, to observe these assumptions and to evaluate them prior to starting a literacy program has been shown by this study to be a positive step in efficient programming.

3. It is possible to "over-plan" an adult literacy program: In an attempt to create a "model" program, the ABES staff overplanned one of the early programs, only to discover that they had planned minute details to the dissatisfaction of the adult students and teachers participating. Such things as location of the building, the time for meeting, which students should be assigned to which teacher and vice versa proved to be hindrances to student attendance. Students would not attend class if it was taught by a certain teacher, teachers were dissatisfied with the students allotted them, and some refused to attend at the site chosen. Therefore, it has been concluded that planning details should be left to those who are participating. However, the supervising staff does see that the details have been taken care of on time for the program to be implemented effectively.

4. Participation of village leaders, teachers, students, and ABES staff in the over-all planning is necessary for success: Awareness by villagers of why classes are being held, which materials are being used, and what the goals of the program are is essential. To accomplish this, the complete group of participants must assist in the planning process. To take advantage of the knowledge of village leaders, teachers, and the audience being contacted is important, as it is impossible to learn firsthand the cultural implications

that exist from one group to another. Social problems seldom spring up when villagers themselves participate in planning their program.

5. Careful planning and sequencing of activities make it possible for a small staff to implement a fairly large program: Repetition of pilot projects over the ten-year period created a sequence of activities understood completely by the staff. Everyone has a function to perform and understands his role in the pilot projects. In this way, the program can handle a hundred villages and a hundred teachers systematically and effectively. Therefore, the number of supporting staff members at ABES headquarters can be relatively small.

6. The quality of teaching and program implementation depends on the training programs for teachers and supervisors: Using volunteer teachers and people who have no experience with supervision has caused ABES staff to implement extensive and detailed training programs. After each improvement of the training program the students' interest increased and reflected at least partially in a lower drop-out rate of adult students. For this reason, training programs for the staff are considered vital.

7. Basing the program on the "self-felt" needs of adult students rather than "observed" needs recognized by the ABES staff decreased student drop-out: When students completed the courses, demonstrating to their neighbours that they could read and telling them that the materials "talked about" interesting subjects related to their own lives, demand for the programs increased. Materials have been created for the past five or six years on subjects suggested by the students. By selling these materials, demand can be satisfied. Sale of paperback books increased from 38,835 to 100,000 between January 1971 and December 1973. Further research regarding sale of materials and correlation with interests and customers buying the books should be done. At this point, only figures have been compared.

8. Use of target groups in the Punjab has been unsuccessful: A unique finding of the ABES literacy program pertains to the singling out of specific groups for instruction. It was assumed early in the ABES pilot projects that selecting target groups would be the most economical and effective approach to literacy programming. However, the exclusion of groups from a program in a closed society creates social problems which are subtle but serious enough to cause dissension within villages and classes.

There seems to be a feeling that if an individual is excluded from an activity, that activity is threatening and should be eliminated. Subtle pressure seems to be placed upon adults who attend the classes, and the drop-out rate becomes high in projects that use target groups. Use of the target groups was again shown as factor in program planning when the ABES staff agreed to do a pilot project centered on youth between ten and fourteen in 1971. Village leaders insisted that adults be included in these classes even when they understood that classes were to try out materials with their own young people. Village leaders could see no reason why some should be left out and others given preference. Therefore, further research in this area is needed to determine the importance of using target groups in programs in villages of underdeveloped and rather primitive areas.

9. The pilot project approach has proved successful and easy to handle: Selecting a six-month period and planning one program around it have given organization and sequence to the literacy program. Schedules can be observed when teachers know how long they will be volunteering. Time for evaluation occurs when the program terminates and reports are written. Pilot projects can be planned around specific goals for that short period and easily placed within harvest seasons and periods of inclement weather. Budgets for each pilot project can be planned in advance. This approach has given structure as well as continuity to ABES programs.

10. A program design should be followed: Using Houle's

system as a base for this study has shown how one program can be compared with other programs, observed, and evaluated. By observing ABES programs as a category, it is possible to act as the "master" of the program and change the program effectively and knowledgeably by moving facets of the program into other categories and starting small branch programs for research purposes. Without this knowledge, the change of program becomes only a trial-and-error procedure wasteful in time and human resources. It is also profitable to follow components of the design carefully in order to avoid imbalances and omissions, which can easily occur in an unplanned situation. For example, in observing criteria of evaluation, it was noted that ABES programs have been based upon inferential criteria, which Houle points out is evasive and inconclusive. To evaluate program activities properly, direct, behavioural change must be observed. Because of selection of improper criteria for evaluation, the success of the program cannot be estimated. Further research in this area is needed and planned by ABES staff members. Guidance by those with expertise in programming is being sought in attempt to improve the criteria base for evaluation.

Planning the Materials for the Literacy Program

As can be seen in Table 15 the materials can differ in emphasis, language used, linguistic approach and teaching method. In each instance, the treatment of the materials is a primary consideration requiring experience, time, expertise and funding. The materials used can not be discussed here but in each instance actual materials can be obtained for review and adaptation.

Questions Pertaining to Materials Used in the Literacy Program

1. Are adequate and proven materials available for use?

TABLE 15

MATERIALS IN THE LITERACY PROGRAM

ABES Multi-Interest	Laubach Religious	Freire Psycho-Social	Bhola Functional
Teacher or group of teachers design activity for or with group of students	Tutorial teaching	Group designs activity for itself	Collaborative-institutional planning
Category C-4	**Category C-2**	**Category C-3**	**Category C-10**
Multi-interest	Religiously oriented	Politically oriented	Vocationally oriented
Created in field	Created in field	Created in field	Created in field
Global approach	Phonetic approach	Generative vocabulary	Skills vocabulary
Not in spoken language	In spoken language	In spoken language	In spoken language
Professionally done	Professionally done	Borrowed or created in classroom by teachers and students	Professionally done
Visual aids used	Charts and visual aids used	Pictures of culture and flash cards of words used	Visual aids used
Programmed step-by-step	Programmed step-by-step	Pictures carefully planned	Highly programmed for teacher use
		Designed for particular geographic area	

2. Are available materials easy and quick to learn?

3. Do available materials fit into the category choice for the program? (For ABES they must be professionally developed; for the Freire model, they are created in the classroom.)

4. Are materials based upon the vocabulary of everyday life?

5. Are available teachers able to understand materials to be used?

6. Are books of elementary reading levels available for supplementary reading?

7. How much time is available to create materials for the program?

8. Is it possible to use the "multi-interest" approach to materials, reaching the majority of the adults in the classes "self-felt" needs?

9. Do program funds provide for adequate expertise to create professional materials or must materials be teacher-created?

10. Is it feasible to start a private publishing house for the program?

11. Will there be a charge for materials or will they be given away?

Guidelines for Creating and Using Materials

1. Professionally created materials are necessary: Use of materials in the literacy program (Table 14) varies from being very rigidly programmed, with step-by-step outlines for the teacher to use, to casually created materials generated by the students themselves. The Freire approach, providing initial direction in the form of pictures permits free creation of materials by students. Laubach, Bhola and ABES have all found materials improvised by students and teachers to be ineffecitve. The problem-solving experience in an academic setting of teachers available for literacy classes is low and limits creativity. This influenced the choice

of all approaches to categories that emphasize supervision, support, and professional planning of materials. It was also felt that students were incapable of handling these factors. It appears that background, experience with language, materials, interests, abilities, and extent of vocabulary possessed by each student influences choice of program design.

2. Time must be allowed for material creation. Development of materials must be considered an on-going process: Another major consideration when selecting a category or design requiring programmed and planned materials is the time necessary to create these materials. For example, Laubach, who advocates an individual teaching an individual, spent twenty-five years laboring to produce top-quality materials. The ABES staff, with a group of teachers preparing for students, spent from 1937 to 1973 creating materials now used. Bhola, who works at the institutional and national level, speaks of having a year to create functional literacy materials, using highly professional staff. The Freire approach, which evolved a group of pictures could be implemented in much less time, as it does not emphasize materials, which are generated from pictures as the class meets. However, the original pictures used by Freire were developed by an artist and portray degrees of cultural change, a difficult concept to teach pictorially.[1] Therefore, serious consideration must be given to the category choice. On the other hand, effectiveness of the material is a major consideration. Materials can be used from past literacy programs and adapted to new situations. Frequently, language changes cause materials to be inadequate for new groups as dialects differ within only a few miles in Pakistan. Time must be allowed to create adquate materials in most cases.

Still another aspect in category selection is the need for professionals to write and create materials. The time necessary implies that these professionals must be dedicated, long-term employees who constantly change and

revise the materials used. ABES has been fortunate in obtaining a few such professionals. However, if in the immediate future a decision is made to duplicate the ABES program elsewhere in Pakistan, such leaders would have to be trained. The expense and time involved in having even a few professional literacy writers in a country must be considered prior to implementing the program. It is evident that such talent can be trained if the universities and the none-formal educational program planners function together.

3. Adequate teaching materials are necessary for program success: Availablity of adequate teaching materials, publication of these materials, the quantity that can be produced in a given length of time, and their cost both in professional writers and publication all influence the type of program with which a group will be able to start. Bhola's functional literacy program requires extensive materials, while Freire's practically creates the materials in the classroom. Time, more than cost, has been the major consideration with ABES. It is, however, the consensus that without materials the program in an underdeveloped country cannot proceed.

4. Materials should cover many interest areas: The multi-interest approach to the content of literacy materials has been shown by ABES to increase the interest level in the adult literacy class. Laubahc, Freire, and Bhola have all selected and isolated long-range goals which they wish their materials and courses to accomplish in social, economic, political, and religious change. ABES has found that religious reasons for learning to read exist among many adult students, but by selecting only one focal point, many interested people are cut off from classes. When the goal is to offer materials on any subject and to get the adult to the reading level where he can prusue his own goals, the drop-out rate decreases.

5. Materials should be created at the sight of the literacy program based on the vocabulary of the adult students:

Vocabulary varies a great deal within a very short distance in Pakistan; therefore, materials must be created for the area covered. Correlation between the spoken and the written languages was made for material improvement.

6. Materials must be simple and quickly learned: In ABES village classes, students want to learn to read the first lesson and to write their own name. This success in the early materials increases attendance and reduces drop-out. When adults in the area see a friend actually reading, they are motivated to attend as well, Laubach has found this to be true and it is the basis for his quick, phonetic Each-One-Teach-One-Way.

7. A publishing company is helpful for larger programs: For many years ABES depended upon others to publish materials used. With their own publishing branch, the quantity of materials has increased, while the cost of them has decreased. The quality and flexibility of publications has made the effort worthwhile. Follow-up materials can also be produced cheaply and quickly in this way.

8. Supplementary books are necessary and should be in many areas of interest: For some years, ABES published one larger primer. Now primers are divided into three smaller books which can be purchased one at a time at less expense. Supplementary paperback books are inexpensive and well received. These have also incorporated functional literacy.

9. Beginning reading materials should be sold at a minimal fee: The materials are always sold to the student who is not considered too poor to purchase them. The cost is kept quite low, and it is felt that if the adult is not interested enough to pay a small fee he is not interested enough to attend class for six months. Arrangements are made for absolutely destitute people who show adequate interest and motivation. The director states that the sale of materials is so important to interest levels that materials will be sold even if the financial situation of the Society does not allow it.

Planning for Student Participation in a Literacy Program

The teaching methods of each approach to literacy programming vary in two aspects, as shown in Table 16. Each is taught in a different way and each uses a different configuration of people making the selection of the teaching method a primary consideration of program planners. For example, individualization is possible in the Laubach, Freire, and the Bhola approaches, for in each category the teacher works directly with the individual at various times. However, in the ABES approach, individualization must be deliberate on the part of the teacher in the traditional classroom setting. This may cause the teacher to work entirely with the group and not individualize, creating a rigid atmosphere. Even though ABES teachers are trained to consider their class as individuals, this is an area that may need further observation and evaluation. Since this is the traditional approach to teaching, students accept it, but research indicates that progress may be slower due to disinterest.

Participation on the part of adult students ranges from being very active (Laubach and Freire) to being a listener (Bhola and ABES). However, the Bhola approach offers an opportunity for student participation when "on-the-job" or vocational training is part of the daily lesson. Involvement of the student in the Laubach and Freire groups is an excellent example of how adults can be motivated when included in program planning. The creativity and enthusiasm generated by the Freire groups is unique, while pupil/teacher relationships when the teacher prepares for the student is a proven learning situation and when properly handled produces quality transfer of basic reading skills.

Student participation in the ABES program has increased as staff have included students in planning activities, provided discussion times for current and local events, and

TABLE 16

THE TEACHING METHOD AND STUDENT PARTICIPATION

ABES Multi-Interest	Laubach Religious	Freire Psycho-Social	Bhola Functional
Category C-4	Category C-2	Category C-3	Category C-10
Teacher-planned Students assist with planning Straightforward exposition Outlined, programmed, step-by-step units for teaching	Tutorial Each-one-teach-one Student becomes teacher Straightforward exposition	Group cohesiveness Student/teacher dialogue Group interaction Student-planned	Teaching method may differ with skill being taught Planning by institutions Step-by-step demonstrations
Student participates to some extent in planning and material Choice of reading materials allowed Student attends on own initiative All interested individuals admitted to class Attendance mandatory upon registration	Student participation crux of program Becomes teacher immediately Student attends on own initiative All interested individuals admitted to classes	Student participation crux of program Is problem-solving group Social reinforcement is major factor Students run class Active student participation and discussion Program initiated by students	Very little student participation in planning or creation of materials Students selected based upon major skill being taught Offers income as well as reading skill Student enthusiasm occurs as new skill learned

had students evaluating the program. This has been an element carefully built into the program to avoid adult student drop-out. The amount the students can productively participate in planning and conducting their own program needs further research. In societies where the teacher is looked upon as an authority figure, classroom leadership is difficult to encourage.

Questions Pertaining to Student Participation in the Literacy Program

1. Will students in the program feel it has been "imposed"?
2. Will adult students feel adequately involved in the program planning to build it around their own interests, thus remaining in it for the full six months?
3. Is there adequate knowledge of the adult students involved in order to avoid incorrect assumptions about them?
4. Can the students be interested enough not to drop out of the class before the six months are over?
5. Are classes made up of men or women? If so, what differences in attendance and behavioural change can be expected?
6. Is the total population of the area selected included in the program?
7. What is the cut-off age for adults and eligibility for literacy classes?
8. Is the time spent in classroom learning new material longer than twnety-minutes?
9. Have the students participated in planning the program?
10. Do the program staff and the teacher always treat the adult student as an adult and individual?
11. Is the program built around the varied interests of all students?
12. Are incoming adult students adequately motivated before classes actually start?
13. Do students understand the goals of the program?

14. Have students been informed about how these skills will help them in their daily lives?

Guidelines for Student Participation in the Literacy Program

1. Literacy programs must meet the "self-felt" needs of the adult students: When the program became student-oriented, based upon the "self-felt" needs of students, and students were permitted to participate in program planning and materials content, they would stay in the class for the six-month course. It can be assumed that student participation in preplanning and classroom activities that exist in a literacy program are the most important elements in class attendance for the six months. It cannot be assumed that they have all successfully learned to read well enough to retain the skill or transfer it to daily life, but they have at least had a lengthy exposure to the written language.

2. A thorough knowledge of the adult students is necessary before long-range goals and specific objectives are formulated: Houle points out that knowledge of the audience is a prerequisite for good program planning. In fact, he implies that without it the program should be delayed at least until this knowledge is obtained. The first three years of the pilot projects held by ABES were based on erroneous assumptions made because of lack of knowledge of the audience included. Selection of an isolated group of people who had had no exposure to literacy concepts or to the written language was based on the assumption that an observed "need" such as poverty merited assistance through educational pursuits, when in reality, knowledge of the people would have revealed that they knew so little about the written language that they felt no need to learn it and could not be motivated to apply themselves to such a lengthy task. During the first five years of the literacy pilot projects, many things were learned that result in new goals and specific

objectives. These changes were based on increased knowledge of the audience being served.

3. The drop-out rate in an adult program indicates the appropriateness of the complexity of program elements: Even though the drop-out rate has been shown to be an inferential criterion for evaluating the literacy program, it is also true that the adult is free to leave a program whenever it does not fulfil his needs. Therefore, it appears to be an important element to be observed in any adult program. When the program started, the drop-out rate was approximately eighty-seven per cent. In 1973, it was down to six per cent in the middle of the pilot project and up to twenty-two per cent when the harvest season started toward the end of the program. Two particular things were noted in that pilot project. One was lack of sufficient supervision and the other was the effect of placing the course at the start of the harvest season. It was assumed that both elements affected the drop-out rate. By observing such elements in each program and changing and avoiding them in new projects, the drop-out rate has gradually decreased and is now lower than any drop-out rate listed in the literature.

4. Women frequently progress well in the literacy program: The classes which women attend move along faster in the materials, display more interest, and have lower a drop-out rate among women than among men attending their own classes at the same time in the same villages. Further research is needed in this area, as it influences the research results of any activity which includes both men and women or either one.

5. Programs must be open to everyone: At first, ABES staff designated target groups. However, it was found that this was offensive to those who were not included. Now anyone can attend who is interested in coming for the full six months and in purchasing needed materials. The teachers also select those adult students for their own classes that they think will fulfil course requirements. Enough teachers

are supplied to take all interested students if possible.

6. Young children should not be included in adult literacy classes: It has been found that people less than fourteen years old do not share adults' interests and embarrass the adults if they learn more quickly than they do. Inclusion of children in the program is considered a serious error, for adults associate the classes with elementary education and thus fail to do well.

7. Adults have a twenty minute learning span: Taking into consideration that the adult has many activities to complete in a day and may be tired when attending literacy classes, it has been observed that the adult can efficiently learn and retain only about twenty minutes of intensive presentation of new materials. Therefore, the twenty-minute time limit has been observed in both length of materials to be presented daily and in the time taken to present them.

8. Adult students must be included in program planning: Participation of the adult student in as many facets of program planning as possible has eliminated social problems and also directed materials toward such students' interests. Materials are discussed and offensive pictures and subject matter deleted if adult students indicate concern. Including students in planning has also pointed out to them the goals of the programs, so that they are not misleading, as they tended to be in the first three years. In one case in particular the students thought that their attendance in class meant that their village would be given a new community center by the literacy group. This false conception resulted in negative feelings toward the staff.

9. Treat the adult students in a mature manner: In the early classes, the individuality of the adult was not noted because the staff felt that "need" was so great for improving the living situation for adult students that they would naturally understand the importance of these classes and participate fully and freely. However, adults wanted to be recognized as individuals rather than "masses" who

needed help. As a result, drop-out rates in the first three years were about eighty per cent. Even though the adult is illiterate in an underdeveloped country, he or she is often intelligent and easily offended by being "talked down to" by a teacher who has been teaching children all day. It is especially important to include in the teacher-training program this aspect of the adult mentality. When this was accomplished, the drop-out rate decreased.

10. Widely varying interests of students should be considered in program planning: In early ABES programs, interest areas on which the program was based were selected by the staff. After three yeas, other interests were also included in creation of materials, both primers and supplementary paperbacks. These materials have sold well, and students enjoy reading them and contribute new subjects for further publications. These range from religious materials, folklore, and fiction to historical non-fiction and vocational skill literature. Even though publication of further materials should be closely researched in the hope of finding new interests and ways to create less expensive materials, the inclusion of adult students' interests is an extremely important aspect of the program.

11. An atmosphere of literacy must be created prior to starting literacy classes: In 1963 it was assumed that an experienced and competent teacher could motivate a class to learn almost anything. However, this was found to be untrue. The student is seldom motivated to learn to read after he has started to attend classes. He must have had adequate exposure to the written language and see a need for the work it takes to learn it before starting the course or he will drop out of the classes before the end of the six months. The motivational factor is closely observed in students before they start classes. Otherwise, the program effort is considered futile.

12. Students must understand goals and specific objectives of the program and how they can transfer them to their

daily lives: ABES programs have found that use of reading skills in daily life will not occur unless planned for in daily lessons. If students are shown connections between what they are reading and daily life, they will apply these skills, but it cannot be assumed that this will occur without teaching, practise, and direct application of newly acquired knowledge.

Planning for Teacher Participation in the Literacy Program

The amount of responsibility placed on the teacher (Table 17) varies from one category to another. However, it is generally agreed that the teacher must have mastered the materials, had some training, understand and like teaching adults, and understand the need for literacy skills. The Freire approach emphasizes these skills subtly, assuming that the audience being taught is knowledgeable in problem-solving and is able to function in a group. They can, therefore, be assumed to have a higher degree of capability and can handle their own learning. This is especially effective in areas having fully experienced the industrial revolution and active social change.

This does not seem to be true of the audiences of the other three approaches. Bhola requires that his full-time salaried teachers have at least seventh-grade level reading ability and be able to handle "on-the-job" classroom situations. It is necessary for these teachers to play a different role from that of the teacher working in a more formal and traditional classroom setting, as they should know both how to teach reading and the approach to teaching the adult.

The Laubach and ABES programs have both been limited over the years by insufficient budgets that force them to use volunteer teachers who only work part-time. However, ABES teachers have been trained for public school positions and with the training programs are able to handle the added teaching of adults. ABES has found that an honorarium is

TABLE 17

TEACHER PARTICIPATION IN THE LITERACY PROGRAM

ABES Multi-Interest[1]	Laubach Religious[2]	Freire Psycho-Social[3]	Bhola Functional[4]
Volunteer teachers	Volunteer teachers	Volunteer	Full-time teachers
Paid honorarium	Not salaried	Frequently student or person in class	Salaried teachers
Matriculation required	Must have mastered materials	Has some training	Seventh-grade qualifications or higher
Must have passed pre-test	Takes leadership role	Has few qualifications	"User" of materials provided
Trained in materials and methods	Has some pre-training	Learns with the students	Skill-oriented if possible
Takes leadership role in class			Trained in material usage
Attendance mandatory			

[1]Teacher or teachers are chief designers
[2]Individual designs for another individual
[3]Group designs for itself
[4]Institutions design for students

necessary to hold volunteers' interest. The use of volunteers with some teaching experience, even if with children rather than adults, has proven better than using those without training.

Questions Pertaining to Teacher Participation in a Literacy Program

1. Is student participation in a literacy program considered primary, while teacher participation is considered secondary to program success?
2. Is use of volunteer teachers planned?
3. Is use of public school teachers in an adult literacy program necessary?
4. Has a plan been made to direct and supervise volunteer teachers?
5. Are there adequate materials for teachers to use?
6. Is it possible to pay the volunteer teacher an honorarium?
7. Will proposed teachers be able to attend all classes over a period of six months?
8. Is it possible to obtain teachers from the village where the class is being held?
9. Are teachers made to feel part of the program and its planning and material creation as well as the final evaluation?

Guidelines for Teacher Participation in a Literacy Program

1. Teacher participation in a literacy program is considered secondary only to that of student participation: In early ABES programs, the teacher was looked upon as the primary element in a successful literacy program. However, after improving the teacher's competency, the drop-out rate was still high. Therefore, the focus was turned to the student's needs. However, teacher participation has never been underestimated or placed in second place to the materials.

Teacher attitude and participation in planning are considered the backbone of the program. Before teaching training occurred, the drop-out rate of adult students was higher than after the teacher became more competent.

2. Volunteer teacher enjoys the program and participates in it successfully: For some time, ABES considered using volunteer teachers as only an emergency remedy to the teacher shortage. However, after paying them a small honorarium, they worked so well that the idea of volunteer teachers has been accepted by ABES.

3. Teachers of children can be taught to work effectively with adults: If the teacher respects adults and has been given the ABES training program which enlightens him in the area of adult behaviour in the classroom, he usually can teach adults successfully and be accepted by adult students.

4. Volunteer teachers must be directed and supervised: Frequently supervisors would arrive at village class sites only to find a class not meeting. However, after supervision became accepted and regular, this seldom occurred. It seems necessary for volunteer teachers to feel accountable to the supervisor, or excuses for not meeting will frequently be found.

5. Teachers must have adequate materials available: Teacher success seems to be directly related to the quality of materials supplied. At first, it was assumed that teachers could create their own visual aids and apply their own methods to materials provided; however, this was not true. Now materials are explained in detail in training classes and supplied by the supervisor. Great care has been taken in assembling flash cards in plastic containers to keep them clean and in order.

6. The teacher must be paid an honorarium: The quality of volunteer teachers improved when honorariums were initiated. Although the pay is small, it is for part-time work and seems sufficient. There are enough applications for teaching positions that selection can be made during the training period.

7. Teacher attendance in classes is important factor in student interest: ABES has found that substitute teachers in the middle of the course cause adults to lose interest and drop-out. For this reason, teachers are asked to remain in the area for the required six months. If they cannot, they are not hired. The drop-out rate has been observed carefully in relationship to teacher attendance. The adult student will not readily accept a second teacher after adjustment to classroom activities has been made to the first.

8. Teacher must be from the area where the class is being held and be acquainted with the students: At first, teachers were hired to work in more than one class at a time and therefore did not know the people attending from another area. Response from adult students to the strange teacher was negative and drop-outs occurred. When the teacher knew the students and understood their cultural and social backgrounds, students adjusted quickly and remained in classes.

9. Teachers must feel that they are part of the program and assist in planning, creating materials, and evaluating: It is easy to treat volunteer teachers as temporary and exclude them from planning. However, it has been found by ABES that they contribute many good ideas and convey the students' interests to the permanent staff when they are included. It is also helpful to have teachers know goals and objectives of the programs so that they feel that they are contributing to an ongoing scheme. Frequently volunteer teachers will volunteer again. Often they continue to teach in their own home, using ABES materials. Therefore, it is important that they understand the program and its materials thoroughly as they reflect the ABES program for a long time.

Planning for the Location of the Literacy Program

Of the four approaches, only the ABES and Bhola programs mention the significance and importance of selecting the correct location for the literacy program based on a "literate

environment." The Freire program implies its need. ABES staff have found that when location is seriously considered and correctly selected in an environment with educated people and books and newspapers as well as transportation, the adult student is more aware of the need for literacy, attends classes regularly, and is more interested. In fact, the selection of a literate atmosphere seemed to be the turning point in the success of the ABES program. With limited funding, careful selection of location avoids expensive failures.

Bhola's functional literacy approach speaks of "selectivity" and "literate environment," stressing exposure on the part of the audience to language, books and materials, industry, newspapers, and literate people. The functional literacy approach tends to be carried out in urban and industrial areas, as do ABES programs. Since the students reached by Freire's programs are self-motivated, it may be assumed that they have had adequate exposure to a "literate atmosphere."[2] The personal one-to-one approach of the Laubach programs may also create a situation where even those not exposed to literacy can learn from an interested teacher. Perhaps it can be said that in all four approaches, location is of the utmost importance. There seems to be little information on how quickly a "literate atmosphere" can be developed in a country and moved into rural areas.

Questions Pertaining to Location of a Literacy Program

1. Is the location of the literacy program in an area that has access to transportation, schools, newspapers, books, libraries, and educated people?

2. Could the location be described as conducive to literacy or a "literacy atmosphere"?

3. Was the location based upon a sincere request from the audience which will be participating?

4. Have students themselves decided on the building in which to meet?

5. Are classes located within reasonable distance of the program staff headquarters?

Guidelines for Deciding on Location of a Literacy Program

1. Location of the literacy program in a "literacy atmosphere" contributes to success of the program: ABES, after attempting to hold classes in remote and isolated rural villages and finding the villagers without knowledge or interest in literacy, moved into urban areas where a "literacy atmosphere" existed. Good roads leading into the area, available means of transportation leading to nearby cities, the presence of newspapers, books, government offices, and industries, as well as exposure to educated people interested in reading created an awareness among illiterates of the written language that did not exist in the obscure villages.

Any amount of kind of motivational programs, such as carnivals or parties, on the part of the ABES staff and teachers would not create this awareness for a successful reading program. Therefore, "literacy atmosphere" was carefully defined and has been maintained in four pilot projects. The drop-out rate lowered and noticeable interest and motivation existed that had not been present previously. The pilot project was then briefly moved again to a rural area, only to be faced with lack of knowledge and association of the spoken word and the written word and insufficient recognition on the part of the adult student of the "need" for reading skills. Further research is needed in this area, for there are other variables, too. However, at this point it appears that location is influential in creating an awareness among adults that contributes to the success of the literacy program.

2. Selection of a village in which to hold a class should be based upon sincere request for the class initiated by adult students: As pointed out by Houle, the best way to perpetuate a program is to have a successful one.[3] Holding

a class which has not been requested proved to be difficult for the ABES staff. They concluded that it would be better to have a small class of only those who are aware of the need for reading as a skill and request the class than to hold large campaigns for those not requesting it. The small class will be successful and advertise itself. Failure of the campaign will advertise itself negatively and waste time and money. The program planner must be confident that the small program will draw interest, even if only one person learns to read.

3. The building where literacy courses are to be held is of secondary importance. The decision about the exact place for the meeting of the classes should be left to the students, teacher, and village leaders: Literacy classes can be held successfully anywhere in the warmer climates so long as noise and street attractions do not interfere. ABES found that some places were not acceptable to adult students for various personal reasons unknown to the staff. Therefore, the choice of location or room should be that of the participants.

4. Classes should be located within a reasonable distance of the ABES staff headquarters, where materials are stored and meetings are held: In 1963, classes were held as many as two hundred miles away from ABES staff headquarters because it was felt that going to needy students was a must. The costs of transportation, lodging, and time were not compensated for by selecting one particular target group in an isolated area. Communication proved to be inadequate, supervision was slowed down, and teachers felt isolated from the rest of the staff. After the "literacy atmosphere" was defined, it was possible to locate such areas within twenty-five miles of headquarters. This has proved most effective.

Planning for the Support of the Program

Financial and moral support are also of vital importance in all approaches (Table 18). Student participation seems to result in getting support from the village area. The interest and support of students is the key in Freire's approach. Complete support from the government down to the individual student is, of course, most fruitful, but this is not always feasible or available and waiting for complete support is unproductive. This has been particularly true in Pakistan over the past ten years, where the government has changed often. Governments work slowly and communication is frequently poor. The people in Pakistan have seldom pushed the government to provide literacy classes. Instead, they look to other groups of teachers and interested and sympathetic literacy workers from other countries to supply classes. The government, on the other hand, will not tolerate, let alone support, a literacy movement which demands too rapid change.

Obtaining support from adults in a village is frequently difficult, especially if they are expecting outside groups to be responsible for courses. ABES staff have found that support from village leaders is a must in order to give impetus to the program. Forming a committee of these leaders who plan the details of implementing the program has proved an asset. If the adults feel that the classes are accepted by their own village leaders, they feel free to attend and support the effort themselves. Locating the respected persons (or village leaders) is a subtle but productive task.

The category selected influences the type of support needed. For example, the Bhola choice requires support from the national government for implementation, while the Laubach approach requires only a teacher and a student at the beginning. Those involved in ABES programs have found that even initial efforts in the program require groups to meet needs felt by the villagers, and therefore require

TABLE 18

THE SUPPORT OF THE PROGRAM

ABES Multi-Interest	Laubach Religious	Freire Psycho-Social	Bhola Functional
Requires local support National support not necessary Request for course equals support sufficient for classes Local financial support Financial support from interested groups over the world Financial support from grants	Requires local support Support seems easy to obtain Government support when possible Financial support from individuals and interested groups	Support of group all that is needed	Requires complete governmental support Requires complete institutional support Requires local support Financial support from government

village support. As ABES programs have spread to over one hundred villages in a twenty-five-mile radius, it has been found that more local government support is needed. For the program to be repeated, national government support is an asset. Further research in obtaining community support in underdeveloped countries needs clarification. Success stories need to be shared and the complexity of the challenge understood by incorporating sociologists in the studies. Student support is vital and is discussed under student participation.

Questions Pertaining to Support Necessary for the Literacy Program

1. Is the village where the program is being held giving complete support to program implementation and action?
2. Are volunteer teachers willing to teach literacy classes?
3. Have there been successful literacy programs in the area prior to the planned project?
4. Is there an established institution available to sponsor or support the planned literacy program?
5. Does the program have national support?
6. Are materials being sold to support the program financially?

Guidelines for Literacy Program Support

1. There seems to be a direct correlation between village support of the program and its success: At first, ABES programs did not seek support from the correct people. They were either ignoring the need for support or looking for it in people who were not village leaders. When it was recognized that the "opinion maker" of the village was the true leader, then that person could be isolated by direct inquiry. When the right support was found, the program suddenly functioned without social problems and conflicts

in the village. Since then, the ABES staff has based each pilot project on the village leader, the committee he suggests, and the teacher he selects.

2. Support of the volunteer teacher is a selling point for the program: When the volunteer teacher, who is considered an educated person, is enthusiastic about the adult literacy program, understands its goals, and can explain its methods, then students are encouraged to take part in the courses and to the work required for a six-month course.

3. Support of a program comes when it is successful: The best advertisement for a program has been found by the ABES staff to be a successful program in the immediate area. When a successful program has been held and students express appreciation and satisfaction with it, they tell their friends and there is an increase in requests for further programs. The staff has concluded that smaller, carefully planned classes are open to everyone but cater only to those students who sincerely want to learn to read and understand why this is worthwhile. Large campaigns directed toward unreceptive audiences are avoided because of negative effects on the total literacy program.

4. Using an established institution for support in the early days of a program is most effective: ABES has noticed that established institutions and groups of organized people such as church groups, citizen groups, cooperative members, and those attending a mosque regularly develop effective literacy programs based on freidnships and understood goals. Thus, established organizations are used whenever available. Recently, requests from such groups have been frequent.

5. National support is helpful in getting local centers to support literacy classes: Frequently local officials hesitate to support something not pushed by the national government officials for fear of making a wrong decision. When the government of Pakistan requested that the director of the ABES programs become leader of national literacy programs for the People's Works Program, immediate support

was forthcoming at all levels, and requests for the program came in at such a rate that ABES could not handle the demand. Therefore it has been concluded that national support is a major factor in acceptance and support of the literacy program at the community level.

6. Financial support can be obtained from sale of materials: ABES programs have worked with limited budgets for many years. Selling materials used was found to be a successful way to raise money. Students seem to feel that materials are more important if they have a price attached, even if small. Sale of materials used also shows demand for certain ones and lack of demand for others. As a result, materials can be evaluated and changed if necessary.

Planning for the Supervision of the Literacy Program

In the four approaches to literacy programming supervision of the program is necessary, but the amount of supervision needed differs. Bhola and ABES agree that supervision must be in direct proportion to the number of adult students in the classes. In the Laubach approach the teacher works on his own while depending only on supervisors for their materials and training. Present Laubach programs have found that students lose their reading ability quickly without follow-up materials and further classroom seminars and, therefore, supervision is needed as teaching requires more time and detail.

Availability of supervisory staff is a problem. There is no means to perpetuate supervisors and leaders in all categories. Both Laubach and ABES have found that means must be included even if expense is excessive. ABES staff demonstrated in their 1973 pilot project that lack of supervision results in high student drop-out rates.

Questions Pertaining to Necessary Supervision of the Literacy Program

1. Is adequate supervision of teachers and projects provided by the program?

2. Does the cost of supervision seem too great for the return, since supervisors are not actually teaching?

3. Are supervisors considered part or full-time staff?

Guidelines for Supervision in the Literacy Program

1. Supervision has been recognized by ABES programs as essential for teacher training and coordination: Since volunteer teachers have been used, it has proved necessary to give them all possible support. Supervisors help train teachers, develop support for them and the program in the village area, provide and explain materials and methods, and keep records and assess students' progress. In the early years, when these matters were left to the teacher, they were frequently neglected. It has been noticed in ABES pilot projects that when supervision is too sparse the drop-out rate of adults increases. This was noticed in 1973 when a sudden increase in classes caused supervision to be spread thinly. Suddenly, the drop-out rate went from six per cent to twenty-two per cent and discontent with supervision was voiced by classroom teachers. Therefore, it is assumed that supervision is a must for ABES programs.

2. Supervision is worth the cost required to support it: At first those involved in ABES programs looked upon payment to the supervisor as something that could be eliminated from the budget. As the director and assistant director became too involved to function as supervisors, other arrangements had to be made, as classes were not being held regularly, materials were not reaching the classes, and student drop-out was extremely high. Now, with classes being held in a hundred villages at once, the supervisor is considered a valuable investment, saving much time and money because

drop-out rates are lowered.

3. Supervisors are considered part of the full-time staff: Since supervisors have been classroom teachers of literacy, they know the materials and problems of teachers. They furnish valuable communication between teachers and staff in ABES headquarters. Volunteer teachers cannot be expected to communicate with ABES staff adequately without someone to carry the word for them from village to literacy center. Means of communication such as telephones are expensive and rare and transportation to the center is expensive for the teacher, so the supervisor handles communication aspects of the program. For this reason, supervision is considered an important element of the ABES program, a special training program is held for supervisors, and they are kept on the staff full-time even when classes are not being held. They are kept busy with details of planning new classes and handling materials during the weeks that classes are not in session.

Planning for the Follow-up to the Literacy Program

Over the years, ABES staff members noted that materials sold to neo-literates after classes ended played an important role in the student's ability to retain reading skills. For some time, it was assumed that the person who had once learned to read would always be able to do so. However, even elementary school teachers who have not been reading have lost their ability to read fifth-grade materials used in advanced literacy classes. Even though the need for follow-up reading materials has been recognized and widely supported, funds for it have been difficult to obtain. Those supplying funds for literacy programs tend to want "action" programs which teach beginning readers rather than have their money channeled into continuing education programs for sustaining reading skills. Therefore, there have been few follow-up programs, although they do appear to be a part of planning for future programs and projects.

Four categories being discussed require differing amounts and degrees of follow-up activities. Freire, for example, using the group doing its own planning, switches to other activities and interests, keeping the groups together to continue to learn. Bhola with functional, job-oriented literacy programs has planned follow-up built into the vocationally oriented program as the student advances to more difficult tasks. The Laubach tutorial program does not have a natural sequence of activities which result in follow-up activities except trhough religious reading. One of the ABEs system of having teachers plan for students is how this becomes a pattern that easily can be repeated with higher level materials and programmed into certificate or degree programs, which are difficult in short-range programs.

Despite the difficulties and expense of creating follow-up programs, it is agreed that the adult student in a developing country cannot be left alone to continue his education after a six-month literacy course. With the scarcity of materials and lack of challenging opportunities to apply his newly learned skills, the adult can quickly slip back into illiteracy. Bhola has stated that without the follow-up program, the effort is a failure and should not be started. Therefore, initial planning should include follow-up funding, a difficult concept to accept but important to adhere to.

Questions Concerning Follow-up in Literacy Programs

1. Are plans for a follow-up program part of an over-all scheme for the total program?

2. Are materials centered on interests of the neo-literate available for follow-up?

3. Have these materials been field-tested to prove that the audience will read and buy them?

4. Are other institutions and groups available to help with follow-up programs?

Guidelines for the Use of Follow-up in the Literacy Program

1. Without follow-up the program is definitely weakened. In isolated areas of Pakistan there were no reading materials available for the non-literate to read after courses ended. Books that might be available were all written in a very difficult and stilted language intended to flatter the author rather than to be easy reading. Therefore after taking a reading course, there would be nothing for a person to read.

As noted earlier, adults in literacy classes did not show the initiative necessary to continue reading after classes ended. They seemed to feel that one course would prepare them for a better job. Without follow-up literature to read, adults quickly lost reading skills. However, with ABES staff providing this follow-up in all villages where courses are held, sales of this material can be observed and research in the amount of post-course reading is possible.

Sale of vocationally oriented materials as well as books to read for pleasure sell well, and sales are gradually increasing. It can be assumed that the goals of the reading programs are cut short if the adult stops reading as soon as the course ends.

2. In field-testing materials, it has been observed that those paperbacks that center on neo-literates' interests sell best: Selling certain materials in the open market is an inferential criterion, for the new reader may not be the customer actually buying these books. However, teachers also sell these books, which are interest-oriented, and their sale encourages further production. The villager freely criticizes the books, and the ABES publishing branch changes covers, pictures, and writing to comply with students' cultural biases and reading needs.

3. Field testing of follow-up materials is necessary: Many errors in pictures alone have caused books not to sell. Therefore, field-testing both readability levels and pictures,

print, and style has proved beneficial in acceptance of follow-up materials.

4. Follow-up does not have to be the complete responsibility of staff when other groups and institutions can carry on programs using the easy reading materials produced by the ABES Publishing Company: The Social Services Department of the Pakistan government, family planning groups, groups teaching crafts, and groups teaching agricultural skills to farmers have requested special materials written at elementary readability levels. The ABES Publishing Company has constructed and furnished these materials and found that it affords an excellent way to get reading materials to neo-literates. It reinforces their reading abilities and gives them added knowledge in areas of their own interest at the same time. ABES staff members have found that this means of follow-up to literacy classes is inexpensive and requires no staff since the activities are already staffed by groups holding meetings about their own interests.

In summary, it can be said that certain questions should be asked by a group before planning an adult literacy program in an underdeveloped country. The questions included above seem vital to the relevance of the program to the people at whom it is directed. It is hoped by answering these questions and thinking through their implications, many false assumptions can be avoided and time and funds conserved.

The importance of a carefully planned program cannot be underestimated. Improper planning, hasty decisions, and false assumptions can cause the illiterate to become disillusioned and drop out of the program with the likelihood of never entering an educational activity again. Learning by trial and error in preceeding programs should benefit both the adult student and the staff involved in the difficult task of creating a literacy program in an underdeveloped country.

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8 Harriet Sherwin, "Paulo Freire: His Philosophy and Pedagogy of Teaching Reading," Sixth World Congress on Reading, Singapore, 1976; and Harriet Sherwin, "Paulo Freire, His Philosophy and Pedagogy and its Implications for American Education," Ph.D. dissertation, University of California, Berkeley, 1973.

9 McGinn, "The Psycho-Social Method," p. 9.

10 Harbans Singh Bhola, "Functional Literacy: One Approach to Social Change," (limited distribution, School of Education, Indiana University, 1972).

11 Houle, The Design of Education, pp. 123-126.

Chapter 4

1 Beverly J. Chain, "Preliminary Report," p. 9.

2 McGinn, "The Psycho-Social Method," p. 9.

3 Houle, The Design of Education, p. 180.

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APPENDIX I

I. A Discussion of Aims and Purposes of ABES

II. A Statement of the Broad Objectives of ABES

III. Outline of the Pilot Projects from 1963 to 1973

Pilot Project Number One
Shah Jhugi 1963

Pilot Project Number Two
Lyallpur 1964

Pilot Project Number Three
Busti Haunsa 1965

Pilot Project Number Four
Two-Mile Plan 1965/66

Pilot Project Number Five
Thal II 1966

Pilot Project Number Six
Sialkot Project 1968/71

Pilot Project Number Seven
Special Sialkot Project 1971

Pilot Project Number Eight
The Youth Education Scheme 1970/71

Pilot Project Number Nine
The Life-Long Literacy Project 1972

Pilot Project Number Ten
The Life-Long Literacy Program Number One
Phases 1b, 2a and 3a 1973

AN OUTLINE OF THE PILOT PROJECTS FROM 1963 to 1973

Although this study begins in 1963, this was by no means the beginning of efforts toward adult literacy in Punjab area of Pakistan. Literacy was the goal of many groups dating back to at least 1834. The British encouraged learning to read, especially among civil service employees. However, they did use the Roman script for writing just as the Pakistani army does now for time and efficiency reasons.[1]

Missionaries from Europe and the United States were also working from this early date. In 1937, a group of missionaries began to put together some literacy materials that were shared and commonly used. These projects were small and many times being taught on a one-to-one basis with the missionary acting as the teacher for a very apt, bright student.

During the fifties and sixties, missionaries accompanied by Pakistani helpers went out to villages and camped nearby during the winter months and held literacy classes, using materials accumulated over the yeas. In 1957, some team work was done on the materials, which were improved with the help of an able linguist from Europe.[2] It was in 1963 that the first full-scale ABES pilot project was held in Shah Jhugi.[3] The materials used were those that had been improved upon in the immediate past. The primer called Naya Din was the base for the course.

Shah Jhugi housed a destitute group of people huddled together in temporary shacks, which had long ago become permanent housing. The shacks had been provided by the government in 1947 to house the homeless after Partition. These people were, and still are, extremely poor, having left rural areas because of dissatisfaction with the change in landlords that occurred duirng Partition. They had searched for work in the city only to end up with the lowliest of jobs -- that of sweeping the city streets. This task is considered undesirable and menial in a society basing status and class upon employment. They were completely illiterate and in great economic need.[4]

Following is a description of the project entitled "Shah Jhugi" as well as the nine pilot projects that were conducted during the ten years that followed. Basic assumptions and major objectives were made preceding each pilot project. However, these were not recorded and in some cases, they were not verbalized. These became apparent as the author and members of the staff recalled in detail each project.[5] Only the specific objectives were verbalized and recorded.[6] As the description moves from one pilot project to another, it is possible to observe the change in the basic assumptions as well as in goals and objectives of the group as they learned by trial and error.

It is apparent that many of the incorrect assumptions could have been recognized as such. Much research and writing was done on program planning and adult education prior to 1963.[7] However, people involved in these programs were not versed in these areas nor could they read up on the subject. In Pakistan, reference libraries do not exist, and mails do not permit receiving books and journals. These must be sent by sea and come very slowly, frequently not arriving at all. Therefore, the decision was to press ahead despite lack of guidance in establishing such programs.

A Statement of the Broad Objectives
of the Adult Basic Education Society
Gujranwala, Pakistan

I. Aims and Purposes of the Adult Basic Education Society shall be:[8]

1. To promote adult education in Pakistan through the implementation of pilot projects and centers for illiterates and new literates, in basic literacy and functional subjects which will aid participants in their ability to perform as useful and self-reliant citizens of Pakistan.
2. To develop methods, teaching materials and literature for adult education.
3. To train suitable persons to engage in leadership of adult education activities and to supervise them in their work.
4. To do research in significant areas of adult education and to evaluate projects according to their objectives and results.
5. To assist other agencies concerned for development of adult education as requested and within limitations of budget and staff provisions.

II. The Adult Basic Education Society's Literacy Program is based upon five essentials:[9]

1. Effective motivation of leaders, teachers and students.
2. Special training of the teachers in a proven method.
3. Adequate supply of teaching aids and equipment.
4. Close and regular supervision of the centers.
5. Functional follow-up activities for new readers.
6. Adequate literature for new reader to continue reading.

III. A Discussion of Aims and Purposes of the Adult Basic Education Society

Aims and purposes of the Adult Basic Education Society have remained the same from 1963 to 1973 with additions and broadening of the scope of the program, occurring gradually over the years. The groups have been able to promote adult education in Pakistan, develop methods of teaching as well as materials for use in the programs, train suitable persons in key leadership positions, promote research in many significant areas as well as assist other agencies in their similar efforts to work in the filed of literacy. Five basic essentials mentioned earlier have also grown and

changed as staff of ABES become more and more informed in areas of motivation, special training for staff, teachers aids, supervision, follow-up and creation of literature for promoting the continuation of reading after the lessons cease.

The goal of implementing pilot projects and centers for illiterates occupied the major portion of the center's efforts during the ten-year period. As each pilot project progressed, specific objectives were revised, and new schemes were implemented to solve the problems as they appeared. The over-all goal seemed to be to strive for an ideal and perfect situation where all negative aspects of the past projects could be eliminated and only the successful elements be retained and used.

As a result of this goal, the programs have been kept in a "Pilot Project" setting. Each of the ten pilot projects has been carefully planned after an evaluation of the former pilot project. Each project extends over the necessary time to bring the adult students up to fifth grade level or reading competency which resulted in time to a six-months' course of study. The teachers and supervisors were trained specifically for each pilot project. Records and evaluations for each of the projects were carefully kept.

The supervisors and employees of the Adult Basic Education Soceity were all aware that goals of each project were to improve the next project by examining objectively the project in operation. With this in mind, team spirit resulted, and the staff worked together to make each project superior to the previous one. As each staff member watched for weaknesses and strengths at every level of the program, discussions were held, and the organization became a total contribution of everyone's efforts as each new project was planned and started anew.

Other approaches and methods of implementing literacy programs were considered. For example, setting up a permanent location where teachers and staff could meet with adult students as they came in from villages was considered. However, the major drawback to this approach seemed to be the use of the volunteer teacher who would become ineffective. Because of funds, the volunteer teacher was necessary to keep costs low.

The pilot project has also found to be efficient because of weather conditions in Pakistan. The pilot porject could be built around the changing seasons when crops must be harvested and around the seasons when heat becomes intense and makes it impossible to study and learn. The shorter pilot project became a "package"

approach which proved to be most effective.

Over the years, pilot projects have served as a training center for the staff in leadership areas. By repeating the same pilot project format yearly, the staff became apt at putting together an effective program. Many teachers were trained as well as an efficient staff. Frequently teachers wished to teach more than one six months' session; with the pilot project plan it is simple to eliminate the teachers who have proved inadequate and retain those who have been effective. This is a crucial point in a country that still feels that saving face when employment ends is of utmost importance.

By using pilot project approach to literacy, over-all program remained within workable time limits. Early programs which did not have a set project time limit covered masses of people, long periods and continued for inordinate lengths of time. With the pilot project, it became possible to limit the area to twenty-mile radius, limit the time to six months and repeat the program regularly.

Another factor that helped the ABES staff continue the pilot project effort successfully was the continuation of a core staff of employees in the program. This core group recalled each project, its goals, its failures, its teacher and its location. Supervisors of these projects and many of the office staff have been in literacy work all their lives. In one case, a son is working with his father in the office, carrying on his father's line of work. This has afforded a continuity which seldom appears in newly-established literacy projects and programs. This continuity has also afforded the study of each pilot project to be done in a careful, unhurried manner with experienced staff at each phase of the program's progress. These people were informed in the language, its many problem areas, the political situation, power circles existing within the villages and above all, they were informed of needs that the individual adult student might have upon coming to the literacy classes. Since these people come from families where education and literacy have not existed, they readily have understood the value of reading to their own people. This motivated the staff to work long hours and apply themselves in a dedicated and unusually apt manner.[10]

In summary, the pilot project has been implemented in ten pilot projects over a ten-year period.[11] These have been varied in length of time, location, number of people enrolled in the classes, major goals, and specific objectives as well as in basic assumptions.

The pilot projects have been supervised by a staff that has worked together for the entire ten years. Evaluation and change were the theme of each project. Therefore, these pilot projects could be followed yearly by observing each change in thinking which in turn resulted in a model program which can be used and changed to meet demands put upon it in years ahead.

PILOT PROJECT NUMBER ONE

Project Name:	Shah Jhugi
Date:	January, 1963
Teachers:	9 volunteer school teachers and 1 paid teacher
Classes:	10
Students:	285
Dropout rate:	More than 80%
Graduates:	20 adults out of 285 starting
Supervision:	By the society director
Cost:	Exact figure is not available. However, because of transportation costs it was higher than later efforts. Based upon number graduating, it was costly.

Goals or Major Objectives

1. To reach large numbers of people as many as possible and teach them basic skills required for reading Urdu.
2. To teach adults to read to enable them to further their religious beliefs by reading for themselves either the Bible or the Koran.
3. To help a minority group within total society to learn to read in order to free themselves from the minority group itself through better employment possibilities.

Specific Objectives of Pilot Project Number One

1. The group hoped to experiment with using volunteer teachers rather than full-time, paid teachers as instructors in adult literacy classes.
2. The group wished to observe results of teachers performing who had had a basic teacher-training course provided by an agency outside the Adult Basic Education Society.
3. The group wished to make a survey preceding the literacy course and base the number of classes, etc. upon figures obtained through the survey technique.

Assumptions Upon Which the Project Was Based Which Proved Correct

1. Assumed that it would be beneficial to know the number of illiterates in the community and some information concerning their education, work, etc.
2. Assumed that volunteer teachers would have adequate motivation to be successful.
3. Assumed that classes should be limited strictly to adults as including younger children would cause the adult beginning reader morale problems.

4. Assumed that learning to read for religious reasons is a valid motivational factor with some adults.
5. Assumed that direct supervision of the teachers was necessary.
6. Assumed that it was necessary to train the teachers in the use of materials as well as methods to use when teaching adults.

Assumptions Which Proved To Be Incorrect

1. Assumed that a high dropout rate is a normal phenomenon of all literacy programs.
2. Assumed that dropout was due to the students themselves or to the teacher presenting such uncontrollable factors as:
   a) Lack of interest in learning
   b) Lack of interest in bettering themselves - lazy
   c) Results of party factionalism within the village itself
   d) Poor selection of teachers to begin with
3. Assumed that best location in which to start a project as where the greatest "need" (as observed and defined by the Society) was exhibited.
4. Assumed that Society knew best how to plan the program so villagers were not included in the planning.
5. Assumed that Society knew cultural background and vocational needs of villagers without further information other than the survey.
6. Assumed that villagers would automatically know reasons for classes being held in the village.
7. Assumed that the desire to learn to read could be motivated and generated within the class (after it was started) by the teacher.
8. Assumed that everyone desired to learn to read for the same basic reason -- that being religious.

Summary

Strengths of the Project

1. Specific objectives proved to be satisfactory. Volunteer teachers were successful and motivated to teach. Volunteer teachers have worked well in other projects over the years. The basic training course for these teachers, which was supplied by another group working in literacy, proved to be not only helpful but also necessary and was used from that time forward. The survey technique used during this pilot project proved to be most helpful and has been used effectively since.
2. The use of direct supervision of the teachers proved

helpful and an important factor in success and morale especially of the volunteer teacher.

3. The use of teachers living in the area proved to be wise as their knowledge of their own neighbours added stability to the class as well as eliminated conflict created by a stranger coming into the community.

4. The use of definite objectives and goals proved to be a strength and has been used since in all projects. Even though the planning was full of mistakes, it did add strength to the over-all program and gave a basis for evaluation as time passed.

Weaknesses of the Project

1. The major objectives proved to be incorrect. This, however, was not recognized. For example, reaching large numbers of people who had come to class for reasons other than to learn to read proved to be a waste of effort. Although the desire to learn to read for religious purposes is a noble cause, it has been observed that many other reasons such as economic, recreational, etc. adequately motivate many to learn to read as well. The desire to help a "minority group" as such to learn to read proved in time to be an inadequate goal which picked a target group to teach that was not motivated. In other words, the major objectives were too narrow and have been enlarged to encompass a total group with a multi-interest approach as the years passed.

2. Poor communication between the Society and the villagers caused objectives of the project to be misinterpreted by the villagers. Since villagers were not included in planning this project, they misunderstood the objectives. Based upon prior experience with welfare groups that had come into the village to give aid, the villagers assumed that attending class was a prerequisite for a "welfare handout." A much-needed community was the reasons people attended the class -- not to learn to read for the sake of reading. ABES, of course, did not recognize this fact at first, and since they were not financially able to erect such a building, the villagers were disappointed and became negative about ABES and its objectives. The survey before the classes were held had not rendered this type of information.

A close evaluation of this project would have shown the following:

a) Motivation to learn to read within the classroom did not occur as anticipated.
b) Desire of "felt need" to learn to read was not present with the majority of students.
c) Reasons for attendance were entirely different from what the Society had assumed -- that of learning for religious fulfillment.
d) Attempts to reach large numbers is a false goal as most

of the large numbers do not learn to read under such motivation, and the failure of the course will cause negative attitudes and disappointment.

In summary, it can be seen that starting with the twenty to twenty-five that did learn to read because they were truly motivated would have been far more beneficial than starting with so many and reaching so few.

PILOT PROJECT NUMBER TWO

Project Name:	Lyallpur
Date:	January, 1964
Teachers:	180 partly paid teachers, partly volunteer teachers
Classes:	180
Students:	2000
Dropout rate:	80%
Graduates:	400 adults became literate
Supervision:	Director and Assistant Director
Cost:	Because of travelling 40 miles to the classes transportation cost was high.

Goals or Major Objectives

1. To reach large numbers of people -- as many as possible -- and to teach them basic reading skills.
2. To teach adults reading skills to enable them to further their religious beliefs by reading either the Koran or the Bible.
3. To help a minority group within the total society to learn to read in order to free themselves from the minority group itself through better employment possibilities.

Specific Objectives of Pilot Project Number Two

1. To experiment again with volunteer teachers who were giving two hours a day for teaching literacy classes in addition to teaching their classes in public school.
2. To conduct more valid survey than had previously been tried.

Basic Assumptions That Were Correct

1. Assumed that volunteer teacher would be successful.
2. Assumed that the survey was helpful.
3. Assumed that few individuals were motivated by religious desire to learn to read.
4. Assumed that supervision and teacher training were needed.

Assumptions That Proved To Be Incorrect

1. Assumed again that dropout rate was due to the illiterates themselves. No responsibility of the failure of the previous project was really accepted by the literacy society. Dropout was still considered a normal phenomenon which could not be avoided.
2. Assumed again that best place to start a literacy drive would be in a poor area where literacy abounds such as the Mahalla (meaning poor precinct) in Lyallpur where

there is concentrated illiteracy.

3. Assumed that the real proof of a good literacy program was to have success in a very poor area. If success would come in this area, then it would come any place and the program would be proved.
4. Assumed that adult students would realize what a difficult situation it was and do everything to cooperate.
5. Assumed that an illiterate would gladly try again after failure to learn to read.
6. Assumed that partial local support from official leaders (not opinion leaders) was all that was needed to support the program.
7. Assumed that local support could be easily obtained after the project was started and it was feasible to start the program without this support being evident.
8. Assumed that it was possible to single out a target group within a sub-culture and work with these adults in isolation and with success.

Summary

Strengths of the Project

1. Specific objectives were feasible.
2. Supervision was adequate.
3. Training course for teachers was successful to a degree.
4. Planning of program was present even though it was most inadequate and did not include evaluation.
5. Much more successful survey was held, and the group was more aware with whom they were working.
6. Much larger group of people was made literate, but the effort required many, many more teachers and was costly.

Weaknesses of the Project

1. Again the major objectives were incorrect and were not sufficiently evaluated.
2. Poor communication between the Society and the village was a major fault, but the group did begin to think in terms of contacting local leaders. The definition of "local leader" and "opinion leader" had not evolved. Now it is felt that the opinion leader may not be a local leader at all but a highly respected individual in the community that sets the tone for all activities and when their permission or support is given, the whole program profits from it.
3. Dropout rate of the volunteer teachers was extremely high

in this project. The teachers were not questioned in advance about their plans for the next six months and, therefore, they felt no qualms concerning not teaching the full time.

4. Singling out target group proved a real weakness as group factions caused problems, and local support of the program was negative.

A close evaluation of this project would have shown the following:

a) That contacting the local opinion leaders well in advance of such an all-out effort was absolutely a must.

b) That one must open up the classes to all interested adults in the area as working with only a select target group proves to create hard feelings among those who are excluded, and can destroy the program.

c) Attempting such a large program at such a distance as 40 miles is impossible and expensive for the center at this time.

d) Again, it was not feasible to work with such large numbers but to select out the few (400 out of the 2000) who were truly interested and having success with them would have reflected much more positively on the efforts of the Society.

In summary, it appears that sociologically, the Society relied too much upon observed needs and did not discover the "self-felt" needs of the adults. Imposing classes and materials upon the village simply because they were observed to be needed was a serious mistake.

PILOT PROJECT NUMBER THREE

Project Name:	Busti Hausna (meaning poor residential area)
Date:	January, 1965 to November, 1965
Teachers:	17 - all volunteers
Classes:	17
Students:	185
Dropout Rate:	87%
Graduates:	25 adults became literate
Survey Results:	Showed 230 illiterate adults in the Busti. 185 came to class.
Supervision:	First full-time supervisor. The director and assistant director also devoted full-time to this project.
Costs:	Because of dropout rate, it was very costly. However, location was near the center so transportation costs were at a minimum.

Goals or Major Objectives

1. To concentrate all efforts of the whole staff upon one limited geographical area and attempt to make that area one hundred per cent literate. (To reach large numbers was evaluated and dropped.)
2. To reach everyone in the area regardless of the reasons that adult might have for learning to read. (To teach adults to read to enable them to read religious materials was dropped.)
3. To help a minority group within the total society to learn to read in order to free these adults from minority problems and enable them to seek better employment possiblities. (This goal was retained from the previous project.) Because of this goal, a target group was used.
4. To strive for a "model program" by making the project smaller but extremely successful. (Thus the goal changed from reaching large groups to perfecting a model program reaching only a few but with the possibility of being repeated elsewhere with long-range effects for many. This attempt placed all aspects of the program into perspective.)

Specific Objectives of Pilot Project Number Three

1. To plan program in such detail that nothing could go wrong.
2. To apply again the survey technique so that all illiterates would be known to the group and could be reached.
3. To use volunteer teachers completely to see if they functioned well alone.
4. To experiment with paid supervision dedicated to full-time work.

5. To experiment with the supervisor actually living in the area where the literacy program was being held.
6. To experiment with concentrating the efforts of the whole staff on one project only at a time.
7. To experiment with asking for help from the village itself in some way -- in this case, the village providing a room for the supervisor.
8. To experiment with a training program for supervision.
9. To experiment with including the elected officials of the village participating in planning of the program.
10. To experiment with hiring fewer but better teachers and to give the teachers better basic training.

Assumptions Upon Which the Project Was Based That Proved Correct

The assumptions carried forward from past projects were, of course, correct. Volunteer teachers worked well, supervision was needed, and teacher training was a must. The new assumptions follow:

1. Assumed that concentrating the effort to a small area would eliminate errors.
2. Assumed that people come to literacy class for varied reason and are motivated by other than religious desires to read proved to be true.
3. Assumed that the effectiveness of the staff would be increased if the project was held close to the literacy center proved also to be true.

Assumptions Which Proved To Be Incorrect

1. Assumed that complete pre-planning of the program could be handled by the literacy staff itself without consulting either the teacher or the students.
2. Assumed that the literacy supervisor could live in the project area and remain "neutral" in all cultural and political affairs of the group, thus gaining support for the program.
3. Assumed that the teacher was the most important thing in the classroom. (It was the student.)
4. Assumed that teaching method and materials should be easy for the teacher to use.
5. Assumed that the teachers could and should make their own teaching aids such as flash cards.
6. Assumed that reaching the total illiterates in one small area would cause a "reading fad" to evolve and others would want to start the classes, therefore involving

80% of the community.

7. Assumed again that the poorest area was the best place to hold the classes effectively and prove the program.

8. Assumed that dropout would be eliminated if careful planning of all aspects of the program took place.

Summary

Strengths of the Project

1. The major long-range goals were changed and the program was given depth rather than breadth. The concept of reaching a few with a successful program rather than reaching large numbers with a poor program was a step forward.

2. Re-evaluating the real goals for teaching reading was also a step forward. Deciding that there was other reasons for learning to read than just reading religious materials added a flexibility to the program that grew with time.

3. Specific goals were enlarged and changed. The effort toward detailed planning has been a continuing strength. The survey was enlarged and became more beneficial. Attitude toward supervision was excellent and established a precedent. The first steps toward including the village leadership in planning was a strength. Limiting teachers to the best that could be found rather than just hiring ones to meet the numbers which were involved was also a strong point.

4. For the first time, an evaluation after the project ended was held with all the workers included in the discussions. It was found that the pre-planning which eliminated the teacher and the student was a negative factor. So time, place, class site and teacher choice are now all determined by the student and the teacher directly affected.

5. The full-time supervisor who was trained especially for the task proved to increase the quality of teaching that was obtained.

Weaknesses of the Project

1. The dropout rate was frustrating and very discouraging. There was very little dropout for the first three months; then the classes fell apart with only a few students remaining to finish the course.

2. This, however, proved to be a strength, as it caused constructive evaluation to take place. It was discovered that the failure of this project was due to using a concentrated target group in the first place. To select a group out of a society and work only with them in such a concentrated way caused factions to arise and opposition

to occur between the group included and the group excluded. It was found that the use of target groups in Pakistan is probably an impossibility as those excluded tend to destroy the program for various reasons which are quite real to their social existence.

3. Leaving the supervisor in the village was a mistake as he posed a threat to the people not included in the program. It was feared that he might remain in the village permanently and strangers seldom are included in this way. The village is a "closed" society that wants to decide itself upon who will be included and who will not be included.

It appears that this project was "over-planned" with the Society taking the program out of the hands of the teachers, students and village and causing dissatisfaction within the village group itself by selecting and using target groups. It was learned in this project that evaluation of major as well as specific goals is necessary. The group actually went out and asked the people who dropped out why they had done so. Based upon these answers, the basic assumptions of the projects were thought through and re-evaluated.

PILOT PROJECT NUMBER FOUR

Project Name:	Two-Mile Plan
Date:	October, 1965 to June, 1966
Teachers:	24 - All volunteers
Classes:	24 - 14 for women, 10 for men
Students:	250
Dropout:	75%
Graduates:	60 became literate
Supervision:	2 full-time supervisors, director and assistant director

Goals or Major Objectives

1. To concentrate the efforts of the staff into a small area. (This was continued from the past project.)
2. To reach everyone in the given limited area selected regardless of group affiliation or observed need. Anyone in the village area specified could come to the classes if he wanted to learn to read. (The goal was totally dropped to reach any minority group. The ABES began to stop assessing "need" and began to permit the villagers to determine their own "need" for the skill.)
3. To create a successful "model" program which could be duplicated in other areas. (This was a continuation of a previous project goal.)
4. To teach adults to read in order to enrich many and all facets of their lives; social, economic and political. (This was a continuation from the previous project.)
5. To make the program a product of the planning of the people involved in taking the course. (The trend was toward discovering the students "self-felt" needs rather than basing the program upon the "observed needs" as met by the Society staff.)
6. To use constant evaluation of all aspects of the program. (Planning based upon evaluation began to show positive effects even though the dropout rate was still high.)

Specific Objectives of Pilot Project Number Four

1. To try condensing a complete lesson into 45 minutes of class time including reading, writing and mathematics.
2. To try using the regular meetings of local leaders as a base for planning the program. Forty-five people were in the first meeting for planning.
3. To try using college students as teachers in the classes.
4. To try observing the work of the substitute teachers who were frequently used in place of the regular teachers.

5. To attempt evaluating the rural area versus the urban area for successful program locations.
6. To try more surprise visiting to observe and analyze the teachers' work as well as to improve the over-all program.
7. To set a new goal of bringing the students up to Grade Five level in six months.
8. To give the teacher status and prestige by placing heart-shaped markers on the door of the volunteer teacher's home as a reward.

Basic Assumptions That Were Correct

1. Assumed that the majority of problems encountered between the village and the program were socially based.
2. Assumed that there was a limit to the time in a lesson that an adult could concentrate and actively learn.
3. Assumed that superior materials would create superior interest in the program.
4. Assumed that the teachers and supervisor would be more effective if they were from the immediate area of the literacy class.

Basic Assumptions That Were Not Correct

1. Assumed still that the students understood the word "literacy" and could associate reading skills with the possibility of better employment without any explanation from the teachers or staff.
2. Assumed that the signs on the doors would give the volunteer teachers status.
3. Assumed that one teacher could teach in two different areas.

Summary

Strength of This Project

1. The deliberate attempt to try several small but important innovations began to show the real value of evaluation and planning. Several of the specific objectives did not prove successful, but the idea of experimentation was excellent and well received by the staff. For example, the 45 minute lessons was too short; only one teacher successfully reached this goal. However, the amount of time spent on the lessons was controlled and effective. Discussion of trivia is cut to a minimum.

   The college students did not work out as they were not consistent in their attendance. The observing of substitute teachers did show that use of substitutes with adults is

a negative factor and must be avoided.

The comparison of the rural and the urban area showed that the urban areas were ready for reading. A close observation disclosed many illiterate "faking" literacy. One example was a man who carried his primer with him although he had never had a lesson and was non-reader.

2. A definite goal of Grade Five in a given six months was a strength in this program. In the past, many programs had continued on over indefinite periods without definite goals. This gave direction to the teacher and inspired the students to work harder.

3. The beginning of including the whole group -- local opinion leaders, students, and teachers -- in planning the program proved to be a strength even though the dropout rate was still too high. With this cooperation, the teachers did not drop out so frequently, and part factionalism disappeared.

4. Including in the program all people in the area who wanted to learn to read was a strength. By not using a specific target group, the dissatisfaction of those that were not a part of it was eliminated, and a more positive attitude in the village was noticed.

5. More time was spent on developing and using better materials. Teachers' aids were provided such as flash cards, manuals, chalk boards and charts, thus making the teacher's task more simple.

6. A strong teacher-training program proved a strength even though the instruction was still provided by an outside-hired group that provided this service for the Society.

Weaknesses of The Project

1. Dropout of students was still quite high, but evaluation and close observation were beginning to show the numerous factors that need to be controlled to eliminate dropout of both students and teachers.

2. Door-signs embarrassed the teachers and should not have been used.

3. Use of college students as teachers increased the teacher dropout rate as the college students stopped classes to study for their own examinations, etc.

4. A weakness in the program proved to be the "men" teachers. Surprise visits showed the women teachers as superior in keeping records and actually teaching. Their own attendance was also better, and they seldom needed substitutes.

In summary, it was found during this project that at least 50 per cent of the problems were solved when the correct

local leaders were included in planning sessions. This was the first time that all the village groups participated, and it was effective. Planning and evaluation began to have results and good materials paid off. The program was becoming very flexible, and change was accepted by the staff as part of the scheme of things. Including all groups -- whether minority or not -- in the program was a major step forward. A large amount of the dropout was attributed to the 1965 war with India which occurred in September, causing much hardship and distruption.

PILOT PROJECT NUMBER FIVE

Project Name:	Tahl II
Date:	June, 1966 to November, 1966
Teachers:	24
Classes:	24
Students:	200
Dropout rate:	75%
Graduates:	50 became literate
Supervision:	2 full-time supervisors, director and assistant director
Cost:	Because of dropout the cost was high

Goals or Major Objectives

1. To use local leaders for a local committee for guidance and support of the program.
2. To use all participants in the program to assist with the program planning.
3. To perfect the materials to such an extent that they could be duplicated for use in other literacy programs, perhaps over the nation.
4. To include more than one village in a specific area. The specific area was kept small but the number of villages in that area was increased by three.
5. To redefine the "need" for literacy to include economic needs as well as educational needs.
6. To redefine a "successful program." A new long-range goal was established when it was determined that only successful programs were worthwhile. Success was defined as "high motivation and low dropout on the part of the adults in attendance." Motivation was a desire to learn to read, and the dropout rate pointed to the approval of the adults taking the course because it was assumed that a discontented adult will drop out.
7. To include all villagers who wanted to attend in the classes and to avoid "target groups" and "group affiliations."
8. To use constant evaluation of the program both pre and post as well as constant observation by the staff.

Specific Objectives of Pilot Project Number Five

1. To use a more detailed training program.
2. To attempt to use the rural village again because of the need but comparing the result with the urban program that had been held, comparing costs and length of time needed for an adult student to become literate.
3. To determine why dropout continued to be high.

4. To test the "motivation kit" a survey kit that was used with a local leader and a teacher talking to each prospective student before the course started. The kit showed the materials and books used and available.

5. To test sending out a mimeographed newpaper when the classes reached the third stage of reading. The news was collected in the classes and a newspaper called the "Thal Nama" Newsletter was printed.

Basic Assumptions That Proved To Be Correct

1. Assumed that personal contact of local leaders and teachers with prospective students would pay off. Going directly to homes of the illiterate and convincing them that they could read, save money and gain honor and prestige through improved working conditions was well received. In Pakistan it proved to be a good move to go to a man or woman's home as this is considered most thoughtful and a great honor for the student.

2. Assumed that a party or a public affair at the end of the program would be well received. The illiterates came and brought friends to this program. A speaker and a humorous puppet act gave the new literate prestige and advertised the success of the program to others.

Basic Assumptions That Were Not Correct

1. Assumed that "the needy" would be motivated to learn to read.

2. Assumed that location was secondary to need of the people reached. This project was 200 miles from the Society's center in Gujranwala and the distance proved difficult, ruined a Land Rover and was very expensive.

3. Assumed that an all village celebration would be appropriate at the beginning of the course or drive. It was hoped that it would be well received and motivate people to come to the classes.

4. Assumed that the more money spent in advertising the program, the more successful the program would be.

5. Assumed that the close contact of the Society's staff obtained by actually camping outside the villages for several weeks would be beneficial to the program in many ways.

6. Assumed that training the teachers in the villages where they lived would cut down on dropout of teachers and be successful.

Summary

Strengths of the Project

1. Increasing involvement of the local leaders and the teachers in recruiting the students proved very positive and supportive for the program.
2. Giving out awards at the end of the program was motivating.
3. Planning the program in detail was a positive asset.
4. Increasing training of teachers was a positive step even though a group was hired to do the teacher training.
5. Having the classes actually requested by the villages was realized to be important. Even though Thal II was 200 miles away, the villages requested this course; therefore, the staff felt since their long-range goal was success and the actual desire on the part of the village themselves to learn to read that they must go there.

Weaknesses of the Project

1. The group had heard of a literacy project in the desert of Egypt that had been successful in getting 100% literacy in a needy, isolated area. So with hope of overcoming great obstacles, they accepted the challenge of Thal. The project was a failure, perhaps proving that literacy successes in one country can seldom be transferred to another.
2. Placing location secondary to other conveniences proved to be false. The atmosphere of the area was not "literate" in that no post office or signs or buses or contacts with the outside world existed to motivate the people to learn to read.
3. Length of the program was a negative factor. At this time, even though it was being observed as a factor, the length of the program was not properly controlled, and many dropped out because of the length of time that the program continued.
4. Housing such a large staff in a camping situation, at times as many as ten people, was found to be too expensive both for transportation and food.
5. The area was so isolated that teachers who lived there and received the literacy training felt well enough equipped to leave the isolated area for better jobs in the city. Five of the new teachers did leave. Even one of the village leaders, after learning to read, took his family and moved to the urban area where life would be easier.

In summary it can be observed that going to the desert area upon request from the leaders was an easy mistake to make but an expensive and non-productive one. Much was learned, however, that this project as it was definitely decided that the "literate" atmosphere was a must for future projects.

PILOT PROJECT NUMBER SIX

Project Name:	Sialkot Project
Date:	January, 1968 to June 1971 (2½ years)
Teachers:	125 - all volunteers
Classes:	125
Students:	1000
Graduates:	800 adults became literate
Supervision:	Two full-time supervisors, director and assistant director
Dropout Rate:	20%
Description:	6 sequential projects with 6 teacher training courses. Started with 30 volunteer teachers and increased to 125.

Goals or Major Objectives

1. To redefine completely the "need for literacy". The goal of reaching the "needy" villager was disregarded in this project. Need was redefined to mean "the most interested student -- one who truly had a self-felt need to learn to read." This disregarded economic, religious and educational needs, leaving decision entirely to the students. Adult students came to the class, and the teacher no longer "picked" the student based on what the teacher felt was a need.

2. To reach the truly motivated student by determining location of the literacy program site. After evaluating said failure of the previous project, the staff decided that literacy program must be placed in an area where there was a "literacy atmostphere." This atmosphere was defined. Only village on main roads with newspapers, literate citizens, jobs that require reading and books available for observation and sale were selected. As a result, urban areas rather than rural areas are sought out in future.

3. To begin a publishing company to publish Adult Basic Education Society materials. In order to perfect materials and method of teaching, it was decided that the Society must publish its own materials. The primer was copyrighted and improvement of materials was begun. Changes in method, vocabulary, printing, style and use of color occurred within these years.

4. To use only volunteer school teachers in the program. The use of volunteers had reached the point in this project where it could be included as a constant in all project planning. It was felt that using volunteers encouraged the educated, trained teachers in the village setting to devote their own time to instruct their neighbours to read.

5. To include several villages in one pilot project but continue to confine the project to the twenty-five mile area.
6. To continue to open the classes to everyone in the village and to avoid using target group of any kind.
7. To continue to define a successful program as "high motivation and low dropout rate of the adults." Over the 2¼ years that this project ran, success was based upon this definition. The second phase of the project was limited to areas or villages where success had been experienced and courses were requested.
8. To continue to use local leaders for the local committee for guidance in program planning and support during the project.
9. To continue to attempt to perfect a "model" literacy pilot project. Even though the dropout rate of Project Number Four was 75% and the staff felt discouraged, this goal was retained. The desire for a program that was demanded by all the villagers who heard about it seemed to signal success on the part of the Society.

Specific Objectives of the Pilot Project Number Six

1. Experimented with starting with only women in the classes as they seemed the most high motivated.
2. Established an ABES teacher training program rather than use the program of another literacy group.
3. Used an area closer to the central office which filled the criterion of "literacy atmosphere" rather than disregarding the central office location.
4. Used a sub-office in Sialkot in an old house for the first time. Experimented with using this for training of teachers so that they could be closer to their own homes.
5. Attempted to develop interest in the project by inviting recognized government officials in the area to visit the classes. Because of the mosre convenient location of this project, the officials were able to do. They also showed more interest in what was going on in an urban area than they had in the rural areas where programs had been held previously.
6. Attempted to keep classes very small and just five adults were admitted to start with.
7. Attempted to use follow-up -- defined as supplying reading materials after the class had ended. The material was in the form of a magazine to which the new literate could subscribe.
8. Experimented with refresher courses for the teachers for the first time. It was felt that too much material

was presented to the new teacher during the training course so that material was divided, and monthly refresher courses were held. Group discussions at these courses were a new asset.

9. Experimented with some new materials such as the "syllable chart."

10. Experimented with "immediate writing." In the past adults had learned how to read for some time before actually writing but this project called for writing immediately.

11. Established higher standrads for the supervisors as trial during this project. A proficiency test was given to the supervisors based upon the materials used. They were expected to have 100% on all tests given to the teachers and were fined five rupees for each error.

12. Attempted to make more reading materials available to the adults in the classes so a Book Club was formed. Teachers purchased books at a discount and were given 12% of selling price as their profit.

Assumptions Made That Proved Incorrect

1. Assumed that volunteers would work for no pay.

2. Follow-up was defined as reading materials to use later. No thought was given to checking the reading ability of students after the course had ended. Staff and money to do this were not available.

Assumptions That Proved To Be Correct

1. Assumed that a location that had contact with the outside world -- containing a post office, paved roads, bus transportation, newspapers, and jobs that require reading -- would create what could be described as a "literacy atmosphere."

2. Assumed that materials could be improved if they were produced by the Society itself.

3. Continuing to assume that volunteer teachers were the answer even though many said that the "model" program could not be duplicated using volunteers.

Summary

Strengths of This Project

1. Moving into the major objectives were tried goals and objectives rather than "assumed" goals and objectives. Evidence of change on the part of the Society was very evident in this project as the list of experiments increased.

2. Giving up the long-range goal of reaching the "needy" and redefining "needy" was difficult as the need is so

obvious. Going to a group that was employed and living fairly well did seem inappropriate and neglectful of the poor, however, this proved to be the strength of the program for these people were the ones who really felt a need to learn to read as they had an immediate use for the skill.

3. The recognition of the need for follow-up in the form of materials was a strength.

4. The ability to design a program that lasted longer and built gradually proved to be a learning experience and a strength.

5. The ability to refuse an area that requested but had not had success that met the Society's criteria proved to be a strength.

Weakness of This Project

1. Weaknesses in the volunteer teacher program were observed but changed. For example, volunteers would only teach for one six months period but in the middle of the project an "honorarium" of 40 rupees a month was paid the volunteers and with this the teachers would repeat the six months. It was found, however, advisable to not insist that trained teachers repeat another six months. More teachers volunteered if they knew it was only for this period of time and training of new teachers was not too difficult. It was difficult to control the teacher load when the teacher was a volunteer but with honorarium the class size of 8 to 10 could be enforced or required.

In summary, it is observed that major successes of this project were the proving of the volunteer system by paying an honorarium, the publishing of materials by the society and the decision to place projects in areas that were urban rather than rural and isolated.

PILOT PROJECT NUMBER SEVEN

Project Name: Special Sialkot Project
Date: July, 1971
Description: Experimental contract base teaching

Goal or Major Objective

1. To attain success in literacy programming by encouraging the teacher which would be reflected in high motivation and low dropout on the part of the adult student.

Specific Objectives of Pilot Project Number Seven

1. The group experimented with teacher motivation. The approach was a behavioural modification approach with the reward going to the teachers.

Assumptions Upon Which the Project Was Based That Proved Correct

1. Assumed that if the teacher received a monetary reward for each adult student who read at a certain level by a certain date that the teacher would be highly motivated and work harder at the task.

Assumptions Upon Which the Project Was Based That Proved Incorrect

1. Assumed that the highly motivated teacher would be presenting such an interesting lesson to the students that there would be no negative reaction on the part of the adult student.

Discussion of the Project

This was a special but short project that just preceded the 1971 war between Pakistan and India. The location was directly on the border between the two countries and the fighting occurred around Sialkot. This forced the villagers to leave their homes and move quickly into the interior. The classes were discontinued immediately.

It was decided that the best teachers from the 125 volunteer teachers should be used in Project Number Six at Sialkot and that a behavioural modification program should be attempted with them. It was called a "Contract Basis" for teaching. A refresher training course was held. A contract basis was set up to determine the teacher's pay. This method had been used in the past by other groups, but it had never been field tested or used by the Society. It proceeded as follows:

1. The students were screened to make sure that they were

totally non-readers.

2. A Progress Card was made out for each student.
3. A photo was placed on the card so that a person who could read could not "stand-in" for the non-reader.
4. Three levels of reading were set up in a graduated form.
5. Five rupees were paid to each teacher each time a student moved successfully to a new level.

Classes lasted long enough that the method was sufficiently tested. It reflected a great deal of dissatisfaction on the part of the students. The teachers pushed and hounded the students to learn. Teacher/student relationships deteriorated and were negative. The standards of the materials were not too high, but the students still felt insecure in attempting to finish the primer in exactly a set time. It was concluded that such an approach could not be used with illiterates who are insecure for many reasons before attending the class. It was also decided that the need for money was so vital to the volunteer teacher since her or his income was low, that the drive for additional funds was an inappropriate reward to modify behaviour effectively.

PILOT PROJECT NUMBER EIGHT

Project Name:	The Youth Education Scheme (YES)
Date:	September, 1970 through April, 1971
Teachers:	14 - (Paid 35 rupees monthly for 1½ days work)
Classes:	16 (Two teachers held two classes each)
Students:	217
Dropout Rate:	13.36% from September, 1970 to April, 1971 (Women's dropout rate was 5%)
Graduates:	188 became literate
Over Class Age:	14 adults
Mileage Covered:	15 Mile Radius
Cost Per Student:	Rs. 109 - $23.00 each student Exchange rate - 4.5 ru per dollar

Goals or Major Objectives

1. To reserach possibilities of using materials and methods perfected by the ABES with youth rather than adults. The major goal of this project was purely research. Taking all that had been learned in the past plus the materials that had been developed for adult use only, it was proposed that younger students from the age of ten to fifteen be enrolled for experimental purposes only. With the financial aid of the government, it was important to know if the materials could be used with the youth as well as with the adults. The government of Pakistan, wanting a model program to use with the youth requested this experiment.

Specific Objectives and Goals

1. To experiment with the teaching method and the materials used with adults in the Naya Din Primer with younger children age ten to fifteen years of age.
2. To use formally trained school teachers as teachers of the classes.
3. To enroll as many out-of-school youth as possible in order to evaluate the use of literacy teaching methods and materials with youth from the age of ten to fifteen years of age.

Assumptions Upon Which the Project Was Based Which Proved Correct

1. Assumed that youth from the age of ten to fifteen years of age could learn from the same literacy materials and by the same teaching method as the ABES staff had developed and been using with adults.
2. Assumed that school teachers teaching in the formal school system and paid by government salary would prove, after training, to be satisfactory as teachers of adults.

3. Assumed that the "out-of-school" youth were youth who had the ability to learn to read. (The reason for their being out of school was not inability to learn but social and economic reasons beyond the control of the youth.)

Assumptions Upon Which the Project Was Based Which Proved To Be Incorrect

1. Assumed that the community would accept isolating the youth into a "target group" since the youth were their own children.

Approach and Preplanning

1. Preliminary Survey (Use of survey technique developed over years)

   a) Location of classes. After a careful survey, area chosen for YES included small towns and villages along five-mile major roads leading in and out of Gujranwala. (Fitting literacy atmosphere required.)

   b) Selection of teachers. By visiting primary and middle schools in area, 133 formal school teachers were interviewed and their teaching methods, attitudes and behaviour were observed. After series of communication, informing them of scheme and its purposes, 25 were finally invited to a Literacy Teacher Training course. It was held in August of 1970 in Lahore. Out of the 17 who attended and were trained, 14 started teaching. They were spread over 10 communities in area given above. The 14 teachers started teaching during first half of September, 1970.

2. Training

   a) The Teacher Training Course was held in Lahore, Pakistan for five days during August of 1970 and was called an "Open" Training Course. It was "open" for everyone that wanted to attend. Training was not exclusively directed to the YES project, but it was general training in methods of literacy teaching applied and used with Naya Din primer. In attendance were 17 teachers who would be working in YES project as well as 8 teachers from projects sponsored by groups other than the society.

   b) For practical training 50 per cent of time was given for practice of teaching with materials. The other 50 per cent of time was spent on explanation of method as well as background of teaching adults from psycholgocial, sociological and economic points of view. Moreover, principles of working in a "community" were taught, using leadershpip available in villages.

   c) Refresher courses were held monthly for teachers. They were given guidance by the supervisor who was well

acquainted with each teacher after having visited and worked in classes at least once a wekk. The supervisor emphasized friendly relationship and fellowship that should grow during study periods. Besides this, he checked teacher's attitude, method of teaching and use of materials. Time was used to air problems both suggested by teachers and observed by supervisor during his visits.

d) The teachers were taken on tour of technical institute in Gujranwala so that they could see the 10 to 15 year-olds working and using their reading skills.

3. Distribution of Equipment

The supervisor attended first class meeting held by each teacher. At this time the supervisor distributed necessary equipment for the class. This material was checked out to each teacher and returned at end of class. Teachers were equipped with following aids: combination blackboard, duster, chalk, Rukan and Ginti chart, Naya Din charts, Naya Din flashcards, Teacher's book-set and the register Hazri.

4. Location of Classes

For nine classes local school buildings were used. When a school was not available, other buildings were substituted. (Since these youth were school age, it was felt that using the school would not interfere with learning as might with an adult.) Electricity was furnished by village. When this was not possible, kerosene oil lamps were used for those groups that met at night.

Data and Statistics

Classes were held six times a week and lasted one hour. The number of students per class averaged 15.5.

1. Teacher Dropout

There were no real dropouts among the 17 teachers. Some were, however, transferred during the course of their teaching. Transfers could not be avoided as these teachers were employed by the government, and transfers could not be delayed.

2. School Dropouts Enrolled in Courses

One of purposes of project was to reach school dropouts. The number of actual school dropouts was 55. One hundred fifty youths from 10 to 15 were enrolled along with 67 adults to age of 70, bringing total attendance to 217.

3. Attendance of Adults in Youth Project

Sangowali and Abdal villages "forced" the Society to open classes to adults as well as to youths. Since use of target groups had proved unfruitful in the past,

society agreed to do this.

Impact of the Project on the Local Communities

Many local leaders enjoyed literacy teaching and were proud that youths in their villages were being taught reading and writing, something that had not been done before. In two villages, adults wanted to become literate and were enrolled.

In four communities local committees have since been organized to establish and run a library: Waniawal, Sangowali, Maan and Gagharke. This was direct outgrowth of interest generated by the project.

On request of the committees, sewing and knitting classes were also started in Qila Dedar Singh and Maan.

Follow-up reading classes have been started in Waniawala, Sandowali, Abdal, Gagharke, Maan and Qila Dedar Singh.

Leaders of several villages where the YES project had been held attended special function at the literacy headquarters in Gujranwala, which was a closing ceremony for the courses. They made the trip especially to attend and expressed interest in and gratitude for results of classes.

Seven letters were received from communities commenting on YES Project. They were written and signed by local leaders at time the students were completing their courses.

Increased Relationships with Government Institutions

1. Auqaf Department (Muslim League)

   Each of the 158 Muslim students who completed the course received a copy of the Holy Quran from the Auqaf Dept. Mr. Ghulam Murtaza Shakir Turk, director of Auqaf Department of Lahore, showed keen interest in the scheme. He visited classes in his area several times and distributed copies of the Koran.

2. Social Welfare Department

   The YES Project helped to establish good relationships with the Social Welfare Department. Many of their members visited classes and the director, Mr. A.U. Akhtar, who was the Chief-quest at the closing ceremonies in Gujranwala, showed definite interest not only in materials and program but also in possibilities of their use in the future.

3. Department of Education

   Support from District Inspector of Schools and District Inspectoress of Schools was forthcoming. They visited classes regularly and recognized their contribution to education even though it was in a nonformal setting. They passed out special certificates to those completing courses on their own.

Objectives Achieved

1. It was found that methods and materials used for adult literacy classes could also be used effectively with children 10 to 15 years of age.

   School dropouts who had attended formal educational facilities managed to change their approach to learning to read easily. When they understood the new way, they learned more quickly than those who had no schooling at all.

   Number of dropouts was lower than anticipated. However, 25 per cent of students were dropouts. Total number that has enrolled completed the course. Time needed for this was two to three months rather than six months.

   As a rule, however, time needed for completing material was same for youth as for adults. Both adults and youth needed six months for completion of course.

   It was observed that younger people seemed to learn more quickly than "older" adults. One man that was 70 enrolled and learned to read but spent more time doing so.

2. It was found that formal school teachers are able to teach illiterates with method that is different from one they have used in school.

   The secret of this seemed to be in training obtained in use of materials and also fact that they were still working with youth rather than totally with adults.

   It was found that close supervision was a must as well as adequate teaching materials and aids. Carefully selected, well trained, closely supervised, and well equipped teachers were considered vital to success in such a model project as YES.

3. Another observation which seemed significant was that women were more successful than men. This went for both teachers and students. Dropout rate among girls was only 5%. The following reasons were assumed, but it was felt that more research was needed in this area:

   a) Women have more leisure time than men.
   b) Their daily lives are more regular than that of men.
   c) Women were motivated to learn to read for religious reasons while men were not.
   d) In some areas where YES took place, there were no schools for girls so this was their first opportunity to learn to read.
   e) Lady teachers seemed more enthusiastic than men.

4. Inclusion of government officials in planning program proved to be excellent and is now included in all programs where it is possible.

Summary

Strength of program was its planning and cooperation displayed by all that took part. Flexibility of the society to attempt a research project such as this was strong point as up to this time only adults had been taught.

Idea of creating a "model" that could be used elsewhere and setting up that model to use teachers that would be available to government proved to be selling point for society's literacy materials and methods.

A weakness was research methods actually used. No follow-up existed to check out the youths to see how well they were reading a few months later, how they felt about usefulness of course, or whether there had been any change of occupation or further schooling obtained as result of the course. Money for such a follow-up was not included in initial planning and was not available. Signs of success were looked for in the village leadership rather than to the youth themselves. However, it was assumed that enthusiasm existed among those who did learn to read as the libraries, vocational courses, etc. were requested later in these areas. To capitalize upon enthusiasm of these youth, however, was not done.

It was assumed that low dropout rate was due to same reasons as lower dropout rate would be with adults when this might not be the case. Required attendance of youth might not reflect superior program while adults will refuse to attend something they do not feel is worthwhile.

Extension of Youth Educational Scheme

Need

Experimental phase of YES Project proved to be successful and as a result local leaders insisted on more programs and a follow-up project for new literates to keep them reading and to provide further training to achieve certain goals in their lives. This need could be answered in the following way:

Objective

To start library system for original classes and areas that would continue to cultivate students' reading habits and provide them with needed information, knowledge, and pleasure. Lists of books, sites and organizational details and promised cooperation of local leaders are already made for immediate implementation of experimental system.

Students from young women's classes expressed strong desire for sewing centers in their areas while men wanted some form of vocational training. Teachers toured a local, technical training school and were convinced that many young men would join preparatory classes for entering such a school. Interest and cooperation are at a high pitch at this time.

Strategy

The new program would be set up as before with follow-up phase of continuing into a vocational line included. This would add new incentives to attend initial classes and put reading skills to work.

The time is still ripe to take advantage of success of the YES program and extend it to keep interest growing. Studies could be made by a research and evaluation team to measure "multiplying" factor of such schemes.

Budget

For the follow-up phase that needs completion, another 13,500 rupees is needed in addition to the amount already spent. An extension of the original YES project could range from another 35,000 for 200 readers up to Rs. 100,000 for 1000 new readers in less than nine months. If fees were to be charged, budget could possibly be reduced as much as 10%.

PILOT PROJECT NUMBER NINE

Project Name:	The Life Long Literacy Project Number 1
Date:	May, 1972 to September, 1972
Teachers:	37 - All volunteer school teachers
Classes:	37
Students:	370
Graduates:	290
Dropout Rate:	1.6% at midpoint after 3 months, 22% after 6 months
Supervision:	Two full-time, two trainees, director and assistant director
Cost:	Rupees 82 per student -- $8.20 -- conversion rate is approximately 10 rupees per dollar.

Goals or Major Objectives

1. To develop and work into "functional" literacy format which would include materials for reading that would be vocational and skill-oriented as well as "follow-up" activities to encourage further reading in skills areas.
2. To increase number of adults reached by literacy program within twenty-five mile radius and to keep cost as low as possible per student.
3. To continue to perfect model of successful literacy program by controlling dropout rate and taking advantage of "multiplying factor" enjoyed by requests that come after successful program.
4. To continue to select site for program carefully to deter dropouts by both teachers and students. The "literacy atmosphere" of these sites was carefully selected along main roads and within reasonable distance of Society Centers in Gujranwala and Sialkot.

Specific Objectives and Goals of This Project

1. To find out needs and problems of people so that literature of the basic course and follow-up reading can be improved and made more relevant.
2. To test new types of teaching aids so that presentation can be more effective and efficient.
3. To determine length and scheduling of training required for teachers to reach satisfactory standard measured by progress and results of classes.
4. To compare projects with previous Youth Educational Schemes in regard to

   a) differences in age groups, i.e., young people between 10 to 15 years of age and adults over 15

b) strategy, administration, and results when doubling size, area and number of participants in program (multiplying effect)
c) changes in rate of student dropouts
d) changes in rate of teacher dropouts
e) cooperation of local leaders and community

5. To evaluate plans and development of follow-up reading habits and continuing education of the literacy graduates.

6. To discover potential personnel in full-time adult education work so that teacher could be recruited and given further training.

Assumptions That Proved to be Correct

1. That school teachers could teach adults if four things were kept in mind

   a) careful selection
   b) adequate arrangements for training
   c) distribution of teaching aids for all new classes
   d) periodic supervision of teachers and classes

2. That volunteers would work for low honorarium but not for free (Rs. 40 per month was paid).

3. That project must be planned by whole society working together and evaluated in same way so that all employees from the director down would feel a part of each program's success and not feel that failures were due to a weakne-s in any particular area of the society.

4. That an "atmosphere of literacy" was a must for success. Villages along both sides of main road from Gujranwala to Sialkot were selected where there were billboards, shops with signboards, and newspapers. Educated people already residing in the village areas were assumed to act as incentive and motivation for illiterates.

5. That program would fail if local leaders were not interested in it. Sites were selected where local leaders were interested, cooperative with teachers and willing to provide place for classes. Inhabitants of the village must accept responsibility of keeping the project free from party factionalism and personal rivalries.

6. That transportation facilities would aid supervisors in making more visits as well as accommodate other visitors who would want to see classes in operation. For this reason class sites were within one mile of main road.

7. That students that came were really interested in learning to read. This interest was based upon past successes of projects in areas. It was apparent in these villages that literacy held a practical value for those who obtained it.

8. That strangers in villages would not be readily accepted as teachers; therefore, only villages where available teachers resided were used. As a result, travelling expenses and teacher absenteeism were minimized.

Assumptions That Were Not Correct

By this time, fewer and fewer wrong assumptions were being made. However, the major one was still lack of research in effectiveness of materials and method over a period of time. There was still no way to contact and observe past students as they applied their reading skills in everyday life. It was assumed by interest generated by successful programs that the former students (new literates) were talking positively about their lessons and using their reading skills.

Project Operation

1. Survey

   In March, 1972, thirty villages were surveyed along the road from Gujranwala to Sialkot. During this survey, 259 formal school teachers were interviewed. The majority were from primary and middle schools. Efforts were made to discover their general behaviour and attitudes, interest in teaching, particular teaching methods, desire to learn new methods, and their opinions about adult education. Teachers were not told about any possibility of future service.

2. Selection of Teachers

   Questionnaires were set to 180 teachers. One hundred twenty-five responded, which helped staff select 60 most suitable teachers for an Adult Education Teachers' Training Course.

3. Training of Teachers

   Only 40 teacher trainees were present for training during April 4 to 9, 1972. All but one attended sessions regularly. These 40 teachers were invited on April 30, 1972, to review teaching methods. At that time, the training staff also noted how well these teachers remembered literacy techniques after three weeks and how eager they were to start the classes.

4. Refresher Courses

   Refresher courses were held monthly to review teaching methods according to each stage of reading, to introduce new techniques, and to correct common weaknesses in presentation. Teachers were free to make comments, present problems, and share experiences. A spirit of comradeship was developed.

5. Recruitment of Students

Each teacher was responsible for recruiting adults for his or her class. This was done in a very short time usually within a week, by personal visitation after the training course (April 4-9). In each area, a sufficient number of illiterates were already motivated for various reasons to take advantage of opportunity to receive basic education. Some groups had already requested a teacher, and a few classes were over the maximum number of students and had to be divided. The variety of incentives for joining the classes was part of project evaluation.

6. Literacy Pre-test

After the teacher had recruited his or her class of students, the Adult Basic Education Office was notified and given a list of the students. The ABEO staff visited each cetner and thoroughly examined each student to measure and record degree of illiteracy. Although the majority were completely illiterate, a few had attended the first or second grade when they were children, and a small number had learned to write their names without any formal education.

7. Distribution of Materials

Following pre-test, the teacher recieved complete set of teacher aids, which included the Literacy Combination Board, Naya Din Primer Charts, Naya Din Flash cards, Rukin (Syllable-vowel) Chart, and Urdu Ginti (number) Chart, English Number Chart, Fruit and Vegetable Charts, Attendance Register, duster, and supply of chalk. These materials, along with set of course books, were distributed to all teachers who signed a special receipt form. Teaching aids were rented from the Production Unit of the Adult Basic Education Office and will be returned upon completion of the project.

Primers were sold (for cost of production only) to students on cash basis through the teacher who acted as book distributor. No student could be admitted to the class without his or her own copy. According to syllabus, a total of 15 books in four stages were to be purchased and read by each student in the course period of six to eight months. The literacy supervisor supplied books to teachers.

8. Starting of Classes

In May, 1972, 37 classes were started in 21 different villages, which were located on paved roads within two miles of the main road. One village was five miles distant but the majority of the villages were only ½ mile from the main road.

In each village local leaders and headmasters provided classroom space, electricity and other facilities. Most

of the classes met in school buildings. However, a number met in small factories, mosques, and homes of the teachers.

Of the 37 teachers who began teaching, 29 were regular school teachers, holding the degrees or certificates of J.V., S.V., or C.T. Other literacy teachers included four housewives, two family planning workers, one homeopath doctor and one veterinary doctor.

Time of classes was left to convenience of students and teachers. Generally, women decided to meet in the morning or afternoon while the men found evening classes more suitable. All classes were scheduled for one hour a day for six days a week.

9. Supervision

Full-time literacy supervisors began visiting classes on a weekly basis. Two part-time supervisors (in-service training) from ABEO staff frequently checked centers. Besides supplying needed materials and books, supervisors observe the teaching methods, evaluate progress of each student, give advice and guidance to both teacher and students, and help to solve problems as they arise.

Supervisors have established a friendly relationship with students, teachers and local leaders. Their roles are that of consultants instead of inspectors.

10. Reports

Weekly progress reports are written by supervisors to give real situation and specific problems of classes and individuals. Monthly reports of project are issued by the ABEO director. Standardized examination and report forms are printed by ABEO.

Total number of students recruited was 370, an average of 10 students to a class, which is considered ideal for efficient teaching of adults. The average age of students was 23 years. Further details of student participants are given in the demographic sketch.

Midway Evaluation

An evaluation of project after three months not only shows what has been done according to objectives but also provides guidelines for what remains to be accomplished with necessary changes. See the Class Records.

Progress Rate

1. By May 15, all classes had started the primer stage.
2. By July 15, all classes had completed the primer stage except Classes 13 and 14.

3. By August 15, Classes 13 and 14 completed primer stage while all other classes were in third stage.
4. By October 31, all classes are expected to complete fourth stage.
5. By Nobember 30, all revision and post-testing are expected to be completed.

Dropout Rate

1. Only six student dropouts in the first three months of the course establishes a very low percentage of only 1.60%

   Reasons for dropouts are as follows:

   Class No. 7 - Student moved to another area.

   Class No. 9 - Student was coming from Dera three miles away. Late class hour (10:00 p.m.) and travel proved too difficult after two months.

   Class No. 14 - Three students left classes without mentioning any reasons. The teacher's command of the literacy method is weak because of irregular attendance during training course. Consequent inefficient instruction may be cause of the students' losing interest. This class will be case study for further research and evaluation.

   Class No. 27 - The student and her family had been refugees from the border area during recent war. Now they have returned to their home village.

2. Teacher dropout has been zero in first three months. One teacher missed a month of service because of illness.

Analysis

1. Feedback from classes has resulted in changing parts of primer with regard to key pictures, layout, and written exercises. Reading companion to primer, Kahanian, has been replaced by content sheets on various subjects. Reading interests of students were further revealed by their choice of subject matter.

   Students were interviewed individually and their reasons for joining classes were recorded on tape. A complete survey will be made on this question, and result will appear in final report of project. However, so far a large number of participants stated they wanted to read to improve their work and to keep personal account of their finances.

2. Introduction of content sheets helped to create more interest in reading among students. Another innovation

was the setting aside of one day per week for discussion on general knowledge, current events, local news, and specific information, using teacher as resource person. Teachers, in turn, were inspired by keen response of adults to learn.

Arithmetic books were integrated in primer stage for first time along with reading and writing lessons. Scores were higher than on previous projects.

Until all students in class had purchased their primers, teachers presented lessons by charts and flashcards. These few days of pre-primer instruction actually improved reading of students and could become teaching technique.

3. Holding training course for five full days appears to be more effective than previous courses held for ten half-days. Schedule was made possible by annual spring vacation for formal schools. The standrad of teaching is higher; classes were started immediately after review course on April 30; and the teachers were highly motivated and fresh in their ability to teach by the literacy method.

   One teacher (Class No. 14) did not attend sessions of the training course regularly nor appear for special refresher courses for those teachers that needed more method review. Consequently this particular class was generally weak and accounted for three of six total student dropouts in whole project.

4. The current Life-Long Literacy Project has been compared to the Youth Educational Scheme (YES), a previous project implemented by ABEO, along lines of age of participants, strategy, multiplying effect, dropout rates, and cooperation of local leaders.

   Whereas in the YES project 150 of the 217 students were 10 to 15 year old young people, the LLL project (Life-Long Literacy) included only adults above the age of 15. The dropout rate among young people was largely influenced by their parents, who would encourage the children to enroll and then take them out of class for various reasons. However, the adults and parents enrolled in the present course out of their own desire to acquire literacy skills. Thus the teachers were able to carefully select those students (learners) who were committed to remain in the classes throughout the full course. The adults took lessons seriously, comprehended words and information because of their life experiences, attended class regularly, and were generally more responsible than young people.

   Interest in reading material varied among both groups. While the young people enjoyed stories about animals ("Jungle ki Kahaanian," "Janvaron ki Kahanian"), workers and housewives preferred functional literature, such as

Accha Kissan (The Good Farmer) and Agalmand Beevei (The Wise Wife). Adults requested folk stories to read that are poetry of Punjabi language. For the follow-up stage of "popular reading" booklets, the ABEO staff recommended that such folk stories be published in Urdu language.

Strategy and administration for both the YES and LLL projects were essentially the same. However, the May to October period so far appeared to be more suitable than schedule of September to March adopted in YES projects. School vacations allowed more time for teacher, and no transfer occurred during this period, which is crucial to continuity of program. Adults did not readily accept substitute teacher who did not invite them to join group at start of the course. May to October period is also relatively free from harvest seasons, major holidays, and cold weather, which presented more physical problems in non-formal education than the hot climate.

Improvement in attendance, scores of reading, writing and arithmetic, and over-all standard of classes become more significant when size and sope of YES and LL projects are compared:

Attendance Charts	YES Project	LLL Project
1. No. of village centers	10	21
2. No. of classes	16	37
3. No. of teachers	14	37
4. No. of students	217	370
5. Average class size	14	10
6. Mileage covered	15 miles	32 miles
7. Budgets (cost and estimate)	Rs. 22,500	Rs. 30,000
8. Cost per student	Rs. 109	Rs. 82

Although the program has been doubled, there were strong indications that a high standard of achievement can be maintained without over-burdening the ABEO staff. Despite heavier expenses for transportation within a wider area, the cost per student lowered almost 25% It may be argued that raising the average class size would be more economical, but the literacy supervisors were convinced that ten is maximum for teaching efficiency and satisfactory results among the new readers.

Student dopout rate was the key factor in evaluating a project in adult education. The greater percentage of satisfied participants helped to create a reputation and image of integrity, credibility, and success for adult education programs throughout the community. Others are convinced of the possibility and value of literacy for themselves and relatives after becoming eye-witnesses of the project and personal contact with new literates of their own family and vicinity. Motivation that will lead the more skeptical

and shy to decide to try the literacy approach is more effective through person-to-person communication than impersonal forms of mass media.

On the other hand, a large proportion of dissatisfied participants who drop out of a program will not help to create a favorable image of success and could hinder any motivational campaign to expand the program to others.

At midway point of the Life-Long Literacy Project, the student drop-out rate was extremely low 1.6%. In comparison, the Youth Educational Scheme experienced a 5% dropout of students at this time and ended with 13.5%.

The following reasons were given:

a) No students were admitted to classes after the May 15 starting date (the majority of the 18 dropouts in the fourth month of the YES project were those who were admitted after first month of teaching).

b) No classes had to be combined or taught by a substitute teacher since there were no teacher dropouts.

c) Average of ten students to a class allowed teacher to give more individual attention besides advantage of a careful choice of those illiterates wanting to join a class. Having experienced difficulties of teacher dropout in YES project, the ABEO took steps to avert this problem in the LLL project. Two teachers in the YES program had been transferred to other villages. Fortunately one was within the project area and was able to start a new class. Therefore, the current project was started one month before summer vacation so that the first four months of the course would occur when transfers of teachers usually do not take place. Vacation period has been extended to October which will give an additional month of no-transfer time.

   In the fourth month of the YES project one teacher left to study full-time for his B.A. examination. In the LLL project, potential teacher candidates were interviewed to determine their future plans. Only those were selected who could teach regularly and continuously for six straight months.

d) Feedback and special requests from students have given the publishing department good idea of the kind of literature this particular adult audience would like to read. A thorough, complete survey will be made to observe their needs and record their expressions of self-felt needs and interests.

   Already some students, teachers and leaders have been interviewed on tape concerning kind of education they would prefer in follow-up stages of the project.

e) Three teachers have been approached and interviewed in regard to full-time adult education work. One of them

has the academic qualifications and also appears to be willing.

Summary

Both the low dropout rate of only 1.6% and high standard literacy scores are the best in the 25-year history of ABEO even though program has been doubled in size over similar projects. Further expansion and research are warranted.

PILOT PROJECT NUMBER TEN

Project Name:	Life-Long Literacy Project Phases 1b, 2a and 3a
Date:	February, 1973
Teachers:	110
Classes:	Phase 1b - 39 in 26 villages Phase 2a - 23 in 12 villages Phase 3a - 48 in 21 villages
Students:	Phase 1b - 442 Phase 2a - 292 Phase 3a - 552 1286
Dropout Rate:	22%
Graduates:	1003 adults became literate
Supervision:	Four full-time supervisors, director, and assistant director
Cost:	75.0 rupees per literate adult, $7.50 per student cost

Goals or Major Objectives

1. To increase the number again of adults reached by literacy program within a twenty-five mile radius and to keep cost as low as possible for student.

2. To re-emphasize effort to develop and work into a "functional" literacy format which would include materials for reading that would be vocationally and skills-oriented as well as have "follow-up" activities to encourage further reading in skills area.

   It was felt that because of accelerated stream of knowledge in every expanding field or skill, it has become vital to incorporate these new findings into literacy materials for the neo-literates as well as help them to retain their newly acquired reading skills.

3. To assist Social Services Division of the Punjab Provincial Government, Family Planning Division of the Punjab Provincial Government, and Pakistan Television Corporation to use graduates of the literacy programs, sites where programs have most frequently been held and teachers that had been trained in any way possible to create a "follow-up" program for neo-literates.

   Since follow-up is quite expensive, it was generally felt that established institutions such as Social Services, etc. could handle follow-up with their programs in an effective and inexpensive way. They can provide materials in their fields of interest, written simple and clearly for the neo-literates use.

Specific Objectives and Goals of This Project

1. To identify needs and problems of people so that literature of the Basic Course could be improved, revised and enlarged.
2. To test various types of teaching aids so that lesson presentations could be more effective and efficient.
3. To determine length and scheduling of the training required for teachers to reach satisfactory standard on basis of progress and results of classes.
4. To discover potential personnel for possible recruitment and further training for full-time adult education.

Specific Objectives and Goals Which Differ From the First Phase Objectives

5. To develop newly-acquired reading habits through newspapers, libraries and follow-up books.
6. To provide specialized knowledge to neo-literates on vocational subjects, health needs and social problems.
7. To evaluate project by comparing it with previous pilot projects.
8. To establish centers for both demonstration and practical work of such projects as handicrafts, sewing, cycle repair and preserving and canning techniques by applying new ideas and using local materials and resources.

Assumptions Upon Which the Project Was Based Which Proved Correct

All assumptions listed in following pages of the Statement of Basic Assumptions that have proved to be correct over the ten-year period from 1963 to 1973 were incorporated into this project.

In regard to the students in this project: the survey was taken in detail, the students came to the classes out of desire to read, only adults were admitted to classes, and as a result dropout rate was extremely low.

In regard to the teachers in this project: only volunteer school teachers were used, they were paid small but adequate honorarium, they were trained in an intensive week-long program, and they were given refresher courses monthly to review and introduce materials. Their homes were in the village in which they taught affording reinforcement and support in a positive way from friends and neighbours.

In regard to supervision that was felt to be of primary importance: supervisors were thoroughly trained and given additional assistance by the ABES staff and director as well as full village support.

In regard to support of program: the village requested the project, approved the teacher, and provided room for the class. Local leaders were correctly identified. and students, teachers and local leaders were incorporated into planning and implementing program. Village was treated to graduation ceremony and party which provided recognition and reward to total village.

In regard to location of project site: the project was limited to twenty-five mile radius, carefully selected upon basis necessary to qualify as "atmosphere of literacy." Transportation to and from ABES center in Gujranwala was inexpensive and available. Teachers and supervisors lived in area, and communication between center in Gujrunwala and all of the villages was excellent.

In regard to materials that were used in project, they were near perfection. After ten years of intensive evalution and change, they were published by the Society itself so supply and availability were excellent. They were graded for easy reading, and teaching aids were compact and complete. A small price was charged for materials which was enough to produce them and was also an incentive to encourage students to read and take care of the materials.

The low dropout rate, especially in the first three months of this project, is assumed to be due to lessons learned and changes made in programming over the past two years.

Assumptions Upon Which Project Was Based Which Proved Incorrect

1. That supervision provided for sixty classes in past would be sufficient for one hundred ten classes in this project.
2. That interest of adult students would be sufficient to prevent them from dropping out even during harvest season.

Summary

Strengths of Program

The organization and basic assumptions of this project were very good. The first three months were a perfect example of kind of turn-out and attendance that can be attained in a literacy program. Number of villages responding with interest and sending teachers was about same as in previous project. One hundred to one hundred ten teachers would come at first, but they would drop back to approximately sixty teachers when basic training time was finished. However, interest in project was so strong that all one hundred ten initial teachers attending training program remained to enter classroom.

This unexpected increase in number of classes forces the ABES staff to under-supervise group. As a result dropouts during last three months rose from 6% to 22%.

Weakness of Program

Assuming that supervision was adequate was false assumption but under the conditions, it was just hoped that small number of supervisors could carry unexpected load of classes. As it resulted, they could not do so effectively.

The biggest weakness in program was timing. The last three months of the program were during harvest season. Although the interest was high at beginning of harvest, all men and women are expected to help in fields at this time or with children at home. Since only 22% actually dropped out of the class, it might be assumed that many were working all day in the fields and attending classes at night. Another consideration might be that 22% dropout is not very high compared with dropout in previous projects. Therefore, it might be worthwhile to plan programs even during the harvest seasons.

Sale of Literature

All students were required to buy their primers from the teachers on cash payment. No students could be admitted to the class without his or her own book. According to the syllabus, covering the "seven areas of adult experience," 15 books were purchased and read by each student over a period of six months. However, in the post-primer stages, a wide variety of different titles was available and was chosen according to interest, occupation, and self-felt needs of the students.

The teacher, who acted as book distributor, continuously received a supply of books from the ABES supervisor. Accounts from sales were settled once a month with the office at the time when the teacher received his or her honorarium. Teachers received 10 to 12½% discount on their sales.

Thus a permanent literature distribution network has been organized between the teacher, who is a local resident of his or her class area, and the ABES supervisor or retail branch (Kamyab Kitaben Bookstore) in Gujranwala. Throughout the Basic Course, adults develop reading and book-buying habits. Included in the contiuation program (follow-up) is a distribution network, which provides readily available literature to keep the readers reading.

The new reader is, therefore, respected as an individual and is treated like any other educated adult who must purchase reading materials that he needs and enjoys. Rewards are intrinsic. Another distinct advantage in selling books to the neo-literates is the feedback obtained from sale fluctuations and readers choices to guide the revision of current titles.

and future publishing of popular reading materials.

Operation

Between January 15 and 30, 110 classes were started in 59 villages located on paved side roads within two miles of the major roads leading out of Gujranwala. In each village or mohallah (community), local leaders and school headmaster provided classroom space, electricity, and other facilities. Most of the classes began meeting in school buildings, but a number of them congregated in small factories, mosques, and even in the homes of the teachers.

Timing of the classes was left to convenience of the students and teachers. Women generally decided to meet mornings or afternoons, but men found that evening was generally a more acceptable time for them. Classes were scheduled for one and a half-hours a day, six days a week.

Project Operation

The project was introduced in a number of planned phases. In May, 1972, Phase (1a) introduced selection and training of teachers in a region along main road from Gujranwala to Sialkot, where the ABES headquarters are situated.

In February, 1973, Phases (1b), (2a) and (3a) were started in an experimental area of 25 miles radius from the ABES main office. Phase (1b) saw the opening of 39 classes in 26 villages and neighbourhoods from Gujranwala to Sialkot with 442 students enrolled.

Phase (2a) introduced 23 classes with 292 enro-led students in 12 villages and neighbourhoods on main road from Gujranwala to Kamoke on the highway to Lahore.

Phase (3a) started with 48 classes in 21 villages from Gujranwala to Wazirabad on the road to Rawalpindi, in which 552 students were enrolled.

Survey

In November, 1972, the ABES carried out a survey among teachers from 200 primary, 25 elementary (or middle), and 10 high schools. Their aptitude and interest in teaching was evaluated; the scheme was explained to them; their willingness to learn new methods was examined; and their opinions were sought about adult education and its value in soceity. One hundred sixty men and women were eventually selected as candidates for an Adult Education Teachers Training Course held from December 27, 1972, to January 3, 1973. Out of the total trained, 110 were selected to teach adults by the prescribed method. With this corps of teachers, classes were started and "potential" adult students were recruited by the teachers themselves. Following pre-literacy tests, the number of students reached 1,286.

Materials

The production unit of the ABES sent out the following teaching aids:

a) Literacy Combination Board
b) Naya Din Primer Charts (30 in a set)
c) Naya Din Flash Cards (200 in two bags)
d) Rukin Chart (vowels and syllables)
e) Urdu Ginti Chart (Urdu numbers)
f) English Number Chart
g) Mutvazin Ghaza Chart (balanced diet)
h) Register Hazri (attendance register book)
i) Duster and supply of chalk

Upon delivery of these materials plus a complimentary set of literacy course books, teachers signed special receipt forms, which are kept with the Production Manager of the ABES. Such a procedure not only helps the inventory and accounting departments but also eliminates confusion and misunderstanding when materials are to be returned upon completion of the project. The teaching aids are rented by the Project from the Production Unit of the ABES.

The average number of students per class was 11.7, and average age was 24.

Full-time supervisors visited classes on weekly basis, while three "promoters" (in-service trainers) from the Soceity checked the centers periodically. Besides supplying needed materials and books, supervisors and promoters observed teaching methods, evaluated programs of students, gave advice and guidance to both teachers and students, and helped to iron out any problems that might have arisen. The role of the supervisors was regarded as that of a consultant rather than inspector, thus establishing a friendly relationship among all concerned.

Refresher courses were held monthly to review teaching methods, to introduce new techniques and to correct any weaknesses which had been apparent in presentation.

A general knowledge class was introduced one day each week. Content sheets were prepared and supplied on a number of topics relating to daily problems of life, such as health, family planning, nutrition, agriculture, household skills, and small-scale industries. Such a class was found to give students self-confidence and made them more eager to put their newly-acquired skills into practice in their daily lives.

Student Dropout

One of most significant factors in evaluating success of an adult education program is rate of student dropout. A very low rate of dropout, experienced in phase (1a) of

May-November, 1972 with only 6% dropout, produced a larger percentage of satisfied clients and virtually eliminated problem of wastage. The successful program motivated other illiterates and leaders to demand a similar project for their neighbourhood. However, adult educators are not quite certain why the program succeeded. Therefore, a comparative study with an extension of previous project may reveal more specifically to which aspects they devoted proper attention and what things they did right especially if second phase had higher dropout rate and analysis of mistakes, reasons, and scheduling is made.

Phases 1/b, 2/a, and 3a of the LLLP for February-July, 1973 showed distinct rise of up to 22% in rate of student dropout. Figures for the six months follow:

	Feb.	Mar.	Apr.	May	June	July	Total
1/b	442	442	419	368	360	352	-89
2/a	292	292	275	244	233	219	-66
3/a	552	552	529	471	464	432	-128
	1286	1286	1223	1083	1057	1003	
Dropouts	0	0	63	140	26	54	283
Percentage	0	0	4.9	11.4	2.4	4.9	

Speculation can be made on reasons for varied dropout rates. From mid-April to mid-May, the harvest season takes place and almost half of the students dropped out at this time. Although men may not admit it, women could also have helped in the fields. The LLLP 1/a of 1972 did not face this seasonal problem since classes started after the harvest season in May and before the sowing in November. Cutting out months for harvest would perhaps have resulted in more respectable 11%. Actual reasons stated by teachers and students were as follows:

77	Harvest season (all for men)
78	Marriages (all for women)
57	Shifting residences to areas outside of project
31	Sickness
30	Party factionalism
10	Deaths or other reasons
283	

Numbers were evenly distributed each month during the three phases according to these reasons above. When a woman marries, it is the custom for her to move with her husband to home of her in-laws where she cooks and cleans for the whole household, thus not only taking her away from class areas in many cases but also not allowing her the time she previously had for attending classes. After the harvest season cash is available to arrange these marriages.

Although the women started with average of 12.7 students to a class (finished with 9.9) and the men had the smaller average of 11.0 to a class (finished with 8.4) the women

still has less dropout percentage-wise.

1/b	2/a	3/a	Total	
22.0%	30.2%	22.9%	24.3%	Men - 152
19.2%	20.8%	20.1%	19.9%	Women - 131
20.4%	25.0%	21.7%	22.0%	

Along with making higher scores, finishing the course sooner, and performing well in training session, the women now have shown they do not drop out of classes so much as the men.

Other factors to consider would be size of classes, number of students per class, and rate of dropout.

No. of Classes	Students/Classes	Feb.	July	% Dropout
5	16 to 22	98	63	35.8
46	11 to 15	598	447	25.3
59	10 only	590	493	16.4

The ABES standard of only 10 students per class produced only 16.4% dropout while this percentage jumped to 25.3% for classes enrolling 11 to 15 adults and leaped even higher to 35.8% for classes enrolling 16 to 22 students. This indicates that smaller classes result in less dropout than larger classes in which the teacher cannot give adequate individual attention to adult students and because of greater number of readers within time available. It has been shown in this and other projects that women are better teachers and can handle a few more students effectively.

The Field Representative of the ABES points out another possible reason for the higher dropout rate, mainly because of expansion, personnel, and logistics. An increase from 37 classes to 110 called for additional staff in supervision. Two new promoters were hired but lacked necessary experience to solve problems and give advice. This program did not receive maximum amount of supervision as the previous project in 1972.

It was not possible to distribute all materials to all classes within a short period following the teacher training. The training ended January 3, and distribution took until January 30. Therefore, many teachers started classes weeks after their methods were learned, and thus basic lessons in the primer were not presented up to the standard. This resulted in students not being able to keep pace during the post-primer stages, becoming discouraged, and quitting the classes rather than face embarrassment of falling behind or experiencing the old threat of failure.

Teachers must begin teaching students immediately following the teacher training course in order to maintain the skill of the integrated method, to apply the principles of teaching adults, and to remember all the advice they have received. Methods quickly learned in short courses can be quickly forgotten. Perhaps 110 classes proved to be an expansion that was too large and too quick in proportion to the

preparation of adequate supervision and distribution of materials.

Follow-up Programs

In the first phase of Life-Long Literacy Project it was revealed that 370 students differed in age, professions, needs and ambitions. In present age of science and modern technology, illiterate adults think it necessary to spend their valuable time in learning more than just basic literacy skills. They wish to spend their time in learning something that will help them in their respective professions and their social status.

As well as teaching basic literacy skills, the ABES is trying to stimulate students by teaching them other skills through literacy which will be useful in their daily lives. In order to achieve this gaol, content sheets are sent to teachers occasionally on the following subjects: hygiene, general knowledge, poultry, recreation, sewing and knitting, agriculture, domestic and family life, cooking, civics, childcare, savings and industry.

Teachers using these materials help students to read and learn according to their occupations, needs and interests.

The ABEO plans to experiment with a type of Book Club, through which the literacy graduate can easily purchase and receive literature related to his needs and interests. Book distributors will include teachers, shopkeepers, and postmen. After evaluation and feedback, more books will be published to keep students reading. Periodicals for new readers do not exist at all and remain a top priority for follow-up reading material to continue the reading habit.

APPENDIX - NOTES

1 Laura McLaughlin, personal interview, Islamabac, Pakistan, January, 1973.

2 Edwin Carlson, Assistant Director, Adult Basic Education Society, Gujranwala, Pakistan, personal interview, January 1973.

3 Ibid.

4 Ibid.

5 Vincent David, Director, Adult Basic Education Society, Gujranwala, Pakistan, personal interview, January, 1973.

6 Vincent David, "Office Records" (unpublished), January, 1973.

7 Roby Kidd, How Adults Learn (New York: Association Press, 1959), p. 316.

8 Vincent David, Constitution of the Adult Basic Education Society (Lahore, Pakistan: Ferozsons, Ltd., 1965)

9 Ibid.

10 Personal observation of the author, January, 1973.

11 Edwin Carlson, Assistant Director, Adult Basic Education Society, Gujranwala, Pakistan, personal interview, January, 1973.